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ABSTRACT

Under a grant provided by the Indiana State Board of Vocational and Technical Education, the Indiana Vocational Technical College developed and conducted a five-week training program for vocational rehabilitation workshop supervisors. Nineteen persons participated, representing state-wide organizations involved with rehabilitation activities. (This report provides an agenda of program topics, a list of workshop participants, and four papers presented at the workshops: "The World of Work," by Paul Lustig; "Motivation and Communication," by Jim Beeler; "Wage Hour/Public Contract," by Blanchard Rice; and "Systems Approach to Administration," by Bill Salvers.) (JH)

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ED174746

A FIVE-WEEK TRAINING PROGRAM FOR VOCATIONAL REHABILITATION WORKSHOP SUPERVISORS

REPORT OF PROCEEDINGS

Indiana Vocational Technical College
P.O. Box 1763
Indianapolis, IN 46206
March, 1978

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TABLE OF CONTENTS

1. Summary

2. Program Outline

3. Participants

4. Digest of Selected Topics

The World of Work by Paul Lustig, University of Wisconsin

Motivation and Communication by Jim Beeler, Ivy Tech

Wage Hour/Public Contract by Blanchard Rice, Chicago Regional Office of Labor

Systems Approach to Administration by Bill Salyers, Director, St. Joseph County Association for the Retarded

SUMMARY

Under a grant provided by the State Board of Vocational and Technical education, the Indiana Vocational Technical College developed and conducted a Training Program for Vocational Rehabilitation Workshop Supervisors. The program was conducted at Ivy Tech-Indianapolis from January 14, 1974 to January 26, 1974 and at the Geneva Center, Rochester, Indiana from February 18, 1974 to March 1, 1974. Nineteen persons participated, representing State-wide organizations involved with rehabilitation activities.

This report provides a digest of four major topics covered in the program.

COURSE OUTLINE

WORKSHOP SUPERVISOR TRAINING PROGRAM

FIRST WEEK (Indianapolis)

Monday, January 14, 1974

A.M. Registration, Orientation
Introduction to Rehabilitation, Habilitation and Education - Basil L. Woodfork, M.C.A.R.C.

P.M. Group Introductions and Discussion - Basil L. Woodfork, M.C.A.R.C.

Tuesday, January 15

A.M. Overview of Vocational Evaluation and Work Adjustment - Basil L. Woodfork, M.C.A.R.C.

P.M. History and Role (Past, Present, Future) of Sheltered Workshops - Mr. Ken Curtin, IRS

Wednesday, January 16

A.M. Deaf and Hearing Impaired: Techniques for Working with Clients in Rehabilitation Programs. - Rev. Coleman Barlow

P.M. Emotional and Psychiatric Disorders: Community Mental Health Services - Mr. Felix Wilson and Mrs. Peggy Richards

Thursday, January 17

A.M. Work Adjustment - Basil L. Woodfork, M.C.A.R.C.

P.M. Seizure Disorders/Discussion - Dr. Jean Perrin, M.C.A.R.C.

Friday, January 18

A.M. Speech Disorders, Development and Therapy - Mrs. Marilyn Kerins

P.M. Medical Aspects of Disability and Medical Terminology - Dr. Jean Perrin, M.C.A.R.C.

SECOND WEEK (Indianapolis)

Monday, January 22

A.M. Motivation: Self Awareness, Communications, Motivation of Others - Mr. Jim Beeler, Ivy Tech

P.M. Trends in A.R.C.'s - Mr. Frank Ryan, M.C.A.R.C.

Tuesday, January 23

All Day: Goodwill Industries and Rehabilitation Center - Mr. Paul Schmidt

Wednesday, January 24

All Day Discussion of Participants Projects
1. Work Sample Development
2. Work Adjustment Profile and Programs Planning
3. Training and Job Description and Analysis - Basil L. Woodfork,M.C.A.R.C.

Thursday, January 25

A.M. Introduction to Psychometric Evaluation and Work (Vocational) Evaluation

P.M. Introduction to Learning Disabilities
Field Trip M.C.A.R.C. Evaluation Unit - B.L. Woodfork, M.C.A.R.C.

Friday, January 26

A.M. Introduction to Time Studies and MTM Terminology

P.M. Discussion of Projects - Basil L. Woodfork, M.C.A.R.C.

THIRD WEEK (Geneva Center)

Monday, February 18, 1974

A.M. Review and Discussion of First Two Weeks
(Question - Answer) - Basil L. Woodfork, M.C.A.R.C.

P.M. Job Analysis and Implications for Training and Rehabilitation -
Basil L. Woodfork,M.C.A.R.C.

Tuesday, February 19

A.M. Practical Academics and Social Skills - Bill Salyers, Logan Industries

P.M. Wage Hour and Public Contracts - Mr. Blanchard Rice, U.S. Dept. of Labor

Wednesday, February 20

A.M. State DVR - Eligibility, Sponsorship, Services and Inter-Agency
Relationships - Mary K. Fisher and Judy Albert, Counselors, Area 2 (DVR)

P.M. Systems Approach to Administration of Facility - Bill Salyers Logan Indust.

Thursday, February 21

A.M. Participants Small Group Interactions

P.M. Introduction to Operant Conditioning and Behavior Modification
Techniques - Basil L. Woodfork, M.C.A.R.C.

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THE WORLD OF WORK

P. Lustig

There are a number of conceptions about the world of work. From one aspect work consists of different kinds of areas that reflect need or interest or values: ways by which people orient themselves to the productive and unit aspect of this active life.

We should have an awareness of the different conceptions of the world of work. Ann Rolin, an occupational psychologist, has written a book in which she presents the world of work in a two-level description, horizontal and vertical, dividing the world of work into eight different kinds of theories. Personalities in these eight different areas are different; interests are different; values are different. These areas include service; art and entertainment - an area where one shows self or the products of self; business/facilitative - the administrative function; mechanical/technological; scientific/investigative; outdoor/agriculture; and the transmission of culture - occupations such as clergy, philosopher, historian, the arts.

Miss Rolin has further differentiated levels of function within the world of work, dividing it in terms of levels of responsibility and levels of competence. Most activities would appear down in the low levels.

Some examples of levels of responsibility fit into the kinds of jobs we are talking about. In the service area, some of the jobs that might fit your clients might include maid and janitorial service. Generally, very few occupations would fit in the organization of most of our clients. If it does seem to fit, I am always uncomfortable with that area, because I get a feeling that the person is being used, exploited, poked fun at. When you get into sales in the contract area, very few clients that we work with move into that area.

In the area of business/facilitative, some of the occupations do relate to some of our clients on low levels such as clerical. You find quite a few jobs open to our clients in the technological/mechanical/manipulative area; helper in a factory, assembly work, machine handling, etc. In the area of scientific/investigative, there are some jobs in bookkeeping, etc.

In the outdoor/agricultural area, there are jobs for some of our clients, especially in the more rural areas that we find here in Indiana, whether it be on the farm, in horticulture or working with animals. Concerning the area of transmission of culture, I haven't thought of any particular occupation that fits most of our clients.

Another conception of the world of work, developed at the University of Minnesota, is reflected in one of the tests they used, the Minnesota Importance Questionnaire. Work consists of satisfying a variety of needs that exist within the individual, and the work situation can support or feed those needs. The Minnesota Importance Questionnaire lists these needs and investigates the pattern of needs existing within each individual, plus a number of occupations as to their capacity for satisfying certain needs. You take your needs and the job's needs, mesh this fit with the person's happiness, satisfaction, and so forth. The only need you're concerned with is the need to conform. The important thing is to have that conception of the world of work where all kinds of activities contain the capability of satisfying needs that exist in the individual. Our major job is to find a mesh between the two.

A different conception of the world of work deals with the idea that people and situations have certain kinds of orientations. From this standpoint, the kinds of values or needs in different situations consist of the following: realistic, intellectual, social, conventional, enterprising and artistic. From

this an interests test was worked out concerning values, the conception being that all people reflect in different degrees a pattern of these various values - theoretical, social, aesthetic, political, economic and religious. Our values need to be fitted with situations that reflect the world of work.

With respect to our clients, we use the Dictionary of Occupational Titles a great deal. All jobs are broken down into "how and what abilities we make use of." All jobs have within them different ways of dealing with data, with people, with things. Every occupation is provided with a code number, giving information in terms of data, people, things and different ways of conceiving of them.

QUESTION from audience: How broad should your evaluation sample be in terms of the fact that you can only evaluate certain isolated types of cases?

RESPONSE: I am starting out with a broad rather than specific concept of the general world of work, but it goes beyond that. For example, I know of no job sample dealing with relationships with supervisors, or with co-workers; but Chicago research people find it important with respect to asking the person to work. They perform what they call a shop observation annual, wherein the concern is not the function of the sample, but rather interpersonal relations, dedication of self as a worker, "who am I?", how one gets along with co-workers, and a number of other factors. So in a sense, the particular job is only the beginning, and if you talk with most job center people you discern a very interesting problem with respect to evaluation.

We did a master's thesis using two groups. One day one group worked independently, and the second day, based on such factors as their production, they were put in pairs. The other group was working in pairs accidentally; and secondly was working independently. What happened was that if you worked with

a partner, if the partner was close to you in productivity, both of you went up. If your partner was quite different from you, one of you remained the same and the other went down. It was a very significant variable, so the whole concept is not simply, "I will sit down with someone to see what he can or cannot do." The important thing is: can he do it under regular working conditions, etc. Some of the job tasks that we give go beyond the job sample: what does the person do in actual production? It is also true that production in our workshops is not the same as would occur in some competitive instance.

The Philadelphia team has some outstanding techniques. Let me touch on their research quickly. The numbers are arranged in order in terms of complexity and responsibility. The kinds of clients we deal with would tend toward the lower levels with respect to these work characteristics. The data describes the type of things that deal with copying, comparing, persuading, speaking and signaling, tending, feeding, handling, and so forth. One of the problems in the usual concept about retardation is that individuals should be placed in activities which are routine or repetitive. Not only is this not based on any research that I've ever seen, but to do routine work one must be of at least average intelligence in order to think of something else. We did a study on it, having subjects put two things together, ten things together, and even more complex. There was no significant difference; they could put together as many as 13-15 things and do well.

I want to briefly go over some suggestions confronting various evaluation systems as to vocation selections we need to have when we start training to help the individual move to the world of work. One evaluation system is known as a job analysis system, in which you teach those particular things which a particular job needs; unfortunately, not the best way to know "what to teach." However, another related technique of job analysis does provide something with

respect to what people need to have in jobs, and this is a predetermined time/study method. You will note the MTM (Methods/Time/Motion) do give information with respect to what a person needs in work, and, if the personnel can be trained with some of those things, there will be some jobs the person can do. This particular method is concerned with such things as reaching, moving, turning and applying pressure, grasping, positioning, releasing and disengaging, focusing, etc., giving us some conceptions of activity, especially manipulative aspects, and the nonintellectual aspects when emotional aspects are at work, thus helping our clients increase their proficiency.

Although we don't use that method in this country, there was a study a few years ago at Stanford in which patients were trained in MTM movements to increase their proficiency and move from that into jobs. They found that if you learn a particular function and do it well, you also learn the various sequencing of the function; if you don't learn the same sequence, you can shift easily.

In the workshops I visited in Holland, they were evaluating people on their relationship to the expected speed in MTM movements and training them to become more proficient in these particular areas.

Another system, one that never really came up to the level I thought it should, was the McDonald Vocation Capacity Scale used at the McDonald Training Center in Tampa. The mental scores in this scale contained levels of productivity - levels of vocational adjustment - and the final scores determined whether the person was below sheltered, sheltered, or competitive. Among the things they included were work habits, the person's physical capacity, social maturity and general health, with the person's personal conception of health conditions a significant factor as to whether or not the person got to work.

Concerning manual skills, arithmetic and the like, they found that the greater proficiency the person achieved in each of these things, the greater increase that person had in his capacity to work.

I'm sure you've heard about the McKannon-Dyle, another evaluation system which identifies five different areas of work, verbal/cognitive, sensory, fine-and-gross motor coordination and physical energy and stamina. Measurement in each area gives some indication of the person's work, as well as a direction for training.

We are very concerned with helping individuals to move closer to vocational competence, which means a job, or all jobs. What do all jobs contain? What are the general characteristics that people should be trained for or can achieve that pertain to all jobs?

Every job consists of a number of subparts. One is the cultural situation: rules, regulations, certain expectations in regard to appearance, dress. Our culture demands certain behaviors. California denies unemployment compensation to people who do not fit the state's cultural expectations. People with long hair have been denied unemployment compensation; they did not look like people who wanted a job, and since they did not want the job, they were not entitled to compensation. This is a cultural thing - unless you can prove that long hair is no good for the job. If you have a handsome client contrasting to one who is not, it is easier to place the first. In other words, culture is our own concept of beauty.

I once developed for a classroom situation an evaluation sheet which had about 58 different items: interests, abilities, how to get along with co-workers, how to look for a job, etc. I took the students to a workshop, welcomed them to the shop, and instructed them to go to another room and fill out the forms.

They protested that they didn't know the clients.

"Okay," I said. "Guess. This shows how secure you are in each decision you make, each evaluation you make. Take the client in for thirty seconds, and evaluate him."

They came back and I told them, "Okay; this time what I'd like you to do is spend an hour with each client thinking what you want to do and then fill out the evaluation form."

Then I turned to staff and said, "You've worked with these people for several months. You evaluate them."

There were no differences, except one: sure people were sure, and unsure people were unsure, no matter how long they spent.

Once in a workshop we compared the evaluations that occurred at the end of one day as contrasted with the end of thirty days. There were no differences, except for one item: attendance.

I spent a good deal of time in Holland, where the system is quite different from in this country. Everybody there is entitled to work. There are workshops throughout the country, and people who have been unsuccessful in getting a job are referred to them to earn a living. The places are not like workshops; they are indistinguishable from any other industry. In one, I couldn't tell why the people were there. It turned out that nobody makes wooden shoes anymore, and those skilled in making them can't get jobs anywhere else, so they are at the workshop doing other jobs. Everybody is entitled to work, a concept you don't have in the U.S.

They are very efficient, by the way. Along with a group of students, they decide what kind of assignments they will do. They walk into a plant or workshop and figure out how to improve its industrial efficiency. The shops are the most modern and up-to-date plants I have ever seen. Everyone gets to sell his productivity and, in addition, gets an additional amount of money from the government so he can live. In Norway, about 1/3 of the people who enter into the labor market each year come from workshops, a fantastic number. I would suspect one of the reasons is that there is 100 per cent employment.

QUESTION from audience: I understand there is a stigma attached to working in a workshop in England and Holland.

RESPONSE: I was not aware of the stigma. As a matter of fact, from the names of the places, you couldn't tell they were workshops. There were a few places that were special; for example, there was one place making bed sheets for hospitals and other similar equipment. In Birmingham, there is a special workshop for those with head injuries. An interesting point is that, especially in special education, a lot of the handicapped workshops were church-oriented. There were shops and schools (I say "were") that were organized and developed and staffed by their churches, predominantly the Catholic church in the southern part of Holland. In the past few years, the government has come into the situation much more, so that there has been a reduction in the sectarian support to special education and workshops.

In Holland there was competition among the shops: Who is more beautiful? Who had fancier buildings, who had more murals on the wall.

I asked how one of the people had been placed in that past year.

"Placed? What's that?"

"He went to a job in industry."

"Oh, he left last year, but I am not sure where he went."

He was entitled to work in the shop. If a person wants to work somewhere else, he can, as there is more money there; so that the system and attitude are quite different.

In Poland the concern is strictly with productivity. The UN is involved in getting people in various developing countries to talk with people in the rehabilitation workshops. Their main concern is to increase their productivity because that's what their country needs. They are also concerned with attitudes,

self-esteem as a work factor, psychological aspects. But we have moved over to something else, too, and I suspect only with affluence do you get a concern for feelings. In the developing countries, the major concern is how to increase production. Give a guy an artificial hand, give a guy an artificial leg, or give a guy a piece of equipment.

One of the subparts of the job is the cultural situation, which is concerned with such things as habits, dress, attendance, appearance; also honesty and loyalty. If you don't have an adequate amount of these, you lose your job. Other considerations include nondestructiveness, both of others and equipment.

Another subpart includes allergic reactions to the chemical/physical situation, with which almost nothing is done in shops. This is largely a medical problem. Another subpart of all jobs is that for which you get paid; the kind of situation where you manifest your various abilities. Your concern is with quantity and quality of production: skills, knowledges, perseverance. These constitute the subject matter of most of our evaluations.

Another subpart is interpersonal relations. The job is an interpersonal situation. Finally, the challenge is also self situational, including self-esteem, dedication, self as a worker, responsibility, dependence versus independence, initiative, interest in values, motives, etc.

If you don't look right and don't conform to the cultural expectations, you don't last in a job. If you become sick - if you're allergic to some chemical - you won't last. If you don't get along with co-workers, it makes no difference how good you are, you just don't last. Finally, if you don't want to work, you don't work.

All jobs can be divided up based upon the work. Intelligence, verbal, numerical, spatial forms, clerical, motor coordination, finger dexterity, manual dexterity, eye coordination, color discrimination: some of these are

very difficult to change. No matter which evaluation system is used, we cannot begin to derive any goals until we determine what is needed to increase vocational adjustment. There are a variety of methodologies for changing individuals. First, what's the paradigm of behavior? Behavior might be discussed like this: a stimulus effects the individual, followed by some kind of an act, followed by some kind of a response to the act. This last part is called reinforcement, or, feedback. If you change any one of the parts, you change all of them. Many of our theories about changing individuals relate to this concept. A whole series of theories deal with changing the person, his conceptions, how he processes the signals that affect him. They deal with changing the person's capacity to accept, to understand, to deal with, to incorporate. The earliest Skinnerian theory dealt primarily with the response to the act.

Learning theory focuses on the response to the act as well. The response to the act is a tough thing to do in the shop, in spite of what you may have heard in terms of reinforcements. You've got to get a job out tonight, and you don't have time for reinforcement in the same scheduled way. By definition the shop is a self-controlled environment. For example, if I want sometime to go some place, for the reason that it is good to make contact, I can so channel, so organize the job that this must take place.

If I had to predict the behavior of an individual, the best piece of evidence I could look for is where is it taking place?

One man in the shop was in the mental hospital. He was working so slowly that the staff began trying everything they could think of to increase his production. Neither rewards, reinforcements, nor bonuses worked, so we tried talking to him, and that didn't work either. One day, while walking through the shop on a research study, I watched this particular worker. He was doing work with polyethylene bags on a heat sealer. He had to take out the box over

here, take a polyethylene bag from the box, put it in the sealer, and press down the box next to him. As I watched, he would take one and close it, after awhile taking two at a time, then back to one. We paused to study his procedure, and determined that he was testing himself. When asked, he responded, "My box gets fed by this person over here. If I do two at a time, my box gets empty and I like to keep it half full."

So his rate of speed depended on the situation of how full his box was.

You can manipulate the job and the work situation to make changes with respect to individuals according to a set of organizational principles that you have within the shop. One is the time concept. Here I refer to the duration of the event: how long it takes, how long a person spends at a particular kind of activity. It can be increased or decreased depending on the situation. Some people have a limited tolerance for sticking to a task, and one of the tasks in the shop in terms of training is to increase the person's tolerance. You can control the frequency of an activity as well as its duration, based upon the person's tolerance and how much learning you want to impress. You have a prime example: you can't sit too long. You've got to move around.

The location of the individual in relation to various components of the environment, the distance between the particular worker and others, the size of the work area: all are controlled factors which relate to how the person works. The distance between the subject and the others does affect how he communicates or participates with them. If the person is uncomfortable and fearful, you make the distance great. If the person talks too much, you separate him. In other words, you do something to control the distance in terms of what you expect in communication. If you hope to get more interaction between people, you make the distance smaller.

The area in which you work affects what you work with. If you work in a very small area, you tend to use your fine muscles. A large area allows great use of expansive muscles. If you want a situation which is both close and large: we want to work in close proximity to others but to use a large area; you can utilize such things as a floor board, a person who distributes work to everyone in the shop. He works in a very large area, but can get close to individuals. The same is true for truckloaders. It's a much larger area, but it is close to the other zone. Working at a bench with others on the same bench would be close and small. One might work at a bench doing some bench-work but separate from all others, such as if the client is typing in a separate room. Finally, an example of large distance might be a night watchman, or having the sole responsibility for the store area.

So distance is important in respect to the individual, and if he is having some difficulty a change in his distance or proximity to the others might be made. For example, a fellow gets more suspicious the closer he is to another individual. You might start out with a separation distance initially and gradually come a bit closer, and you must keep in mind that if you're dealing with a paranoid client you will get some real headaches if you start off too close immediately.

The other side is control of the size of the work area. This is frequently applied in relation to the need for an individual to withdraw if he wants from a confined space or to more confined details, or if the person needs room for expansive gross movements. If he is very hostile and aggressive, having him working in close proximity to others would contribute to the difficulty.

If the client is completely withdrawn, he may need a gradual expansion of his size of the work area in order to learn to cope with stimuli. The overaggressive client may benefit from a short-term activity, perhaps short-term

activities requiring heavy lifting, or rapid movements in a large area, before the person is ready to start.

You start with what the person is and gradually help him tolerate areas which are different from his current way of operating. You can control speed on the job from very fast to very slow. If you are concerned with quality, you may want to slow up an individual. You also deal with speed in relation to whether there is a personal factor involved or a nonpersonal one. For instance, I can control the rate by turning around these kinds of dimensions. If I want the situation which is both slow and personal: if I want the person to work slowly and this is all he can do, because he is not able to go any faster, I may simply make him part of a team of slow producers. Perhaps the group is being asked by the supervisor to work carefully rather than fast. Maybe the person can work very quickly, but I want him to take it easy, or I want exact work. I can control for it by having him work more carefully.

Suppose I want something that is slow and nonpersonal. If I put the client on some work which has a mechanical device like a conveyor belt, the machine says how fast you should move. If the machine is moving slowly, you act with the machine. If I want the person working faster, I would have the machine work a little faster. This happens as well with sound and rhythm: the person works very slowly if I have very slow rhythm.

When I am concerned with getting the person to work fast in a personal situation, an example I gave to you a bit earlier was to sit down and talk. Tell the person he is going to be paid on how much he produces. It's a perfect place for the person to say exactly what he wants. The social and nonsocial demands in the work situation can be used rather differentially. You can make the decisions before hand as to what is proper and helpful for an individual. It

depends in large measure upon the person's relationship to others, his trust, and so on. In a workshop the person is paid based upon his productivity. There are two systems of being paid in the shop: hourly and quantitative. Both are good systems. The law forces you to pay based on a productive basis. Note the differences: on an hourly basis, the boss makes the decision as to what you are worth, so it is very personal. On a piece work basis, it depends on how it is done. You make these decisions as to whether it is on the piece-work basis or hourly basis. Clients do respond differently to whether it is time or piece work.

We had a group in the shop being paid both ways, depending on personal preference. Those working for a piece rate would get uncomfortable when one of the bosses came and looked over their shoulders. They needed some external non-personal thing. The time workers were very happy when the boss came along and looked over their shoulders, and it made no difference whether the boss said it was good or bad.

One can use a number of methodologies in trying to change behavior, but you cannot start out with something that you can't get to begin with. If a person is aggressive, you start him out some place where he can use his large muscles in gross behavior. Eventually, you have to move towards controls. What I am simply suggesting is that one method of controlling this behavior in changing it may be simply situational. Another method may be the kinds of reinforcement, another would be just talking with somebody. There are a variety of methods. I am simply concentrating on that which is unique to the shop. In the work situation, you can manipulate that. You can use reinforcement any place you want; in fact, you <u>should</u> use it, you <u>should</u> talk to the client, <u>should</u> help him understand, <u>should</u> explain.

Any methods that work are fine. If something doesn't work, we have other methodologies within our capabilities, so we can do something other than what

we originally decided. Or we can do more than one thing at a time. But you must guard against different methods working against each other.

For example, suppose you have a counseling department in your shop. The person in the shop gets paid based on how much he does. You have in your shop a person who has very poor motor coordination, and the kinds of jobs you have involve motor coordination. So the kind of pay this person receives is rather low by comparison to the others. The information he receives is that he is a very poor worker. Back in the counseling office, the counselor tells him he is a very good worker: "You follow directions, you follow orders, and you're a good person, very nice."

What has happened faithfully in terms of attitudes? What the shop attitude is and what the counselor's attitude is are the complete opposite. This can create serious difficulties, and what I want to stress is that with a number of references, there should be some unity within the program. But whatever techniques one uses, one should use more than one.

I don't think it's possible in most workshops to do just one thing, because enough other things are happening to the individual that go beyond this one thing. What is happening to the person as he comes to work may have an important bearing. Whap happens in the shop in interpersonal relations may have an important bearing. Sometimes certain emergencies occur which change the whole condition of what you want to do, and you have to change. Frequently in shops, those who are concerned with production are working differently from those in the counseling area. One is concerned primarily with production while the other is more concerned with self-esteem, attitude and so on. Where they contradict each other is where the problem lies. If there's a unity, it doesn't make much difference in the technique.

One of our employees is probably more retarded than anybody in the shop. We told her we had some incompetent people who couldn't do the job and needed someone for three days. The next morning she took over, and three years later, she is still working there. What the counselor did was take off her shoulders the onus of success - a tremendous weight. He said he didn't care if she succeeded or failed; she was a nice person and he like her. Again, you use whatever technique works, and I'm very pragmatic: if it works, it's terrific, and if it doesn't work, it's no good.

In the case of a girl who was working, and doing a good job, she complained, "They want me to go to the homes to measure them for draperies, and I don't know how to use a ruler."

So we sat down and showed her how.

Another client who was schizophrenic insisted she keep her hands over her face. Why?

"They permitted me to do this in the hospital."

I said, "I will turn my back on you."

It didn't work. Everything we tried was unsuccessful. Finally, I told her, "I must be so damned ugly that you cannot stand to look at me!"

So she looked - and I wasn't that bad! I was switching from my concern for her to her concern for me. It was a complete switch.

One day, however, she came in to the office very depressed, speaking very slowly. I invited her to sit down and, struggling to speak, she said, "I think I'm going to commit suicide."

Well, what technique do you use? My response was spontaneous: "What would you like to do the <u>rest</u> of the day?"

She burst out laughing and went back to work.

The other day I was organizing my desk, and I came across a letter that a client had sent me, a psychotic whom I had seen some time ago. He had had the idea that angels were biting at his soul and some no-good so-and-so in New Jersey was controlling his smoking habit; he had seen an advertisement in a magazine that can help you stop smoking - and who in the heck was he to stop me from smoking, etc. The man happened to have sinus trouble. He always wanted to talk about sinus. One time I got fed up and said, "Sinus, schminus! Forget about it! Let's talk about work."

That cured the sinus for six years. I came back to that shop seven years later and was told a guy wanted to see me.

"What is it?"

"Say those magic words again."

"What did I say?"

"You said 'sinus, schminus - forget about it!'"

I couldn't say it the second time, but the point is that what works works. It had worked for six years for the sinus. (Incidentally, he was back in the shop not because of his psychosis, but because he had been accidentally blinded on the job.)

One theory of schizophrenia concerns the double bind situation: a person receives two kinds of information at the same time: "my stupid little darling." One is good and one is bad, both at the same time, and it's very confusing. Many times the shop projects the same kind of situation, and this is where the problem lies. Unfortunately, a great deal of treatment that occurs in the shop is nonplanned and occurs attitudinally. It does not express itself, but occurs in what kind of work one does.

Another type of dimensional relationship has to do with hierarchy. You have a relationship with those above, those equal and those below. Various workshops vary, ranging from democratic to autocratic. The shop decides to

have a strong democratic dimension but another workshop has what is called a step program, and as a person moves closer to employment, increasing requirements are placed upon the clients in the shop. In an abrasive shop the boss says "do it or else" like a good top sergeant. In the workshop you have the capability of manipulating any one of these things.

One of the techniques used in our shop to deal with interpersonal relationships concerns collating responsibilities. One way to collate is to press a button to control the speed. Another way, where the equipment is not available, is for everyone to go around a table in a circle. What happens beyond the circle? Everybody is pushing everybody else. It is significant that never in your life do you ever push or be pushed by somebody. For the first time you are in this interesting relationship of pushing someone else and someone in turn pushing you.

Another technique employs a cooperative situation in which two people can do something together in order to learn to cooperate as human beings. This is part of work. Not all work is done alone.

We have available techniques whereby you can change individuals without their agreement to be changed. There is nothing wrong in doing it, although whether you use them or not is an ethical decision. One situation which is perfectly legitimate and universally accepted is that when an infant has to learn to eat, you do certain things. You say this is it, or this is not.

We make the decision because we determine that the person is not happy. When he is banging his head against the wall, we want to stop it. We must make the decision that we have more knowledge, more power, more understanding to prevent. With many of our clients, we have to know whether we have a right to make these decisions and under what conditions. With babies and children we say they don't know any better; and we do.

Before it came to be fashionable to smoke marijuana, I remember telling someone how bad it was for him.

"What are you talking about?" he replied. "How can you predict the future?"

But I was trying to instill upon him my own sense of values. He was a counselor. In another kind of occupation or profession you might not have to make decisions about what is right and what is wrong. If you are concerned about the ethical behavior of the individual, you will present appropriate behavior; this is the thing to do. I am not going to say what is right and what isn't, but the truth is, we are smarter than most of our clients. We are stronger than most of our clients. And we have more power than most of our clients. So we have to be doubly careful to make sure that we make the right kind of decisions.

Sometimes you have to decide which comes first, the material part that is being produced, or the client as a product. There is only one answer. Sometimes the material part comes first, and sometimes the person comes first. There is no set solution. If the subcontractor says you must get it out by tonight or lose it, the subcontract is what counts.

We did a study once on the staff-to-client ratio in workshops. In workshops for the retarded it was about 1 to 10. Workshops for psychiatric patients and for the blind were much better: 1-4, 1-8. Retarded workshops are worst of all. Perhaps this is due to attitudes toward the retarded that go beyond the other kinds of disabilities. There isn't that much difference between a person who has a college degree, a master's degree, or a high school graduate, in terms of working, but I can't say this one knows more and this one doesn't. My own feeling is that the only difference that makes it important is the status. You pay more because the person has more education and more credentials. So he certainly has more status. Many of our people working with the retarded get low wages, low salaries, no support. Real problems exist in terms of attitude

toward this large group. It becomes rather difficult to pay low wages and have a full staffing. Society pays for status.

In some of the systems in Europe, people are able to go to work and earn a decent wage, so if one can't get a job at this place, he gets a job at that place. We don't do this in this country, and I have seen more and more reports coming out saying we are becoming so productive in our methodologies that we really don't need the production of many of the retarded we work with; so maybe we should teach them to recreate instead of working. But this is society's problem, not the shops'.

Our feeling is if you can't get something through the normal ways, it is the responsibility of society to find other ways. Our concern is with people on welfare, but do you know what the facts are? About 98 per cent of the people on welfare are women and children, the disabled and aged. It is not true that people on welfare are lazy. Ninety per cent are unable to work. They want to do their share.

What happens to people in shops is that there is a constant pressure to get more and more work, to get into the position of 100 per cent. So frequently is this fact that when there is no work, we can't afford to pay. The law says that you have to pay for productivity, and when it comes to programming, you have in the shop both productive and nonproductive activities. You have no leeway to move, so that any time you have 100 per cent you are in trouble. Many of the shops shoot for 100 per cent in productive work, which is fine for many people, but when you get into rehabilitation, you are dealing with nonproductive workers.

Generally, you won't have individual programming for every single client you have. What you try to do is get a number of clients who appear similar in order to give them similar things. Say, for example, you have eighteen clients. You separate them into three groups, use three kinds of techniques, and organize

the jobs to some extent. You cannot have eighteen, but you can make compromises. The easiest program is to take the client to a room for counseling. It does not interfere with production. It is as if the person were absent. It is easier to schedule, but to do it within the shop is very difficult; so you organize.

I make a distinction between a client and an employee. A client has a relationship with the facility because of something which is deficient in him. He is there because he has to be changed. The employee is there to do something positive.

One problem that has existed in Goodwill for many years is the confusion between clients, staff, trainees, etc. One group of people is staff. They provide services and programs. Another group is hired primarily to do something, but they have some disability which interferes with getting a job in conventional industry. Truck drivers, cashiers, telephone operators - they couldn't get a job in industry, but they were hired to do the job. There are two complications: they could do the job whatever it was, and they could do it some place else. A third kind is those people who can't get a job anywhere. They are only clients. There are three levels, and at the employee level there are no jobs.

Regarding the responsibility of the agency toward the employees, this becomes a board decision. Some issues must be decided by the board as to what we are, why we are and what our goals are; learning, recreation, skills, social skills - we will provide that kind of service for every human being. But this is not rehabilitation, it is working permission, and the agency must be clear as to what their goals are. Many boards have a great deal of trouble with this, having both recipients and decision makers. Recipients - those receiving service -

have concerns about themselves as well as the decision makers. They are different kinds of concerns, and the real policy problems as to who does what to whom, what is right, are difficult when services are so unusual and so different from the rest of the population. The agency can provide total service for the human being, but this is another program and is no longer a workshop. It is perfectly valid to have another program for peopie, but we must not confuse the social and recreation program with the workshop program. The workshop program means work. How to play basketball is not a workshop program. Agencies tend to grow and grow and grow and take on more and more responsibilities, and I would argue with the board that does that. I doubt very much that we are expert in dealing with parent/child relationships, and with marital relationships and with recreation. I don't think we are competent in those areas, and have real problems with people who become experts across the boards. I can still make a distinction between a social work and rehabilitation.

One of the goals of rehabilitation is to make the person become less special, to integrate him within the mainstream of society. Disadvantages occur to an individual when he is separated. One of the problems in the field of rehabilitation is that we have used a sort of medical diagnostic system - a category system - to separate individuals; and yet this is not the basis on which anyone I know is handicapped. It doesn't make any difference to me whether the client has a heart condition or arrested TB. It is a medical problem and the ways it is divided up is in terms of medical diagnostic categories rather than in terms of work categories.

I was very opposed to the idea of single disability until I spent some time in a hospital for the handicapped in England. About four blocks away was a workshop just for the cerebral palsied. Talking with the people, I observed they

almost universally said they liked it there.

"We were cold, didn't get along, did not have any friends, no place to go - and here we have our friends, places to go. We go on holidays, vacations and to various places. We make advance arrangements to stop at a hospital when we are ready to sleep."

I am not sure anymore where I stand in respect to the whole concept of segregation or nonsegregation. I know that if you ever deal with the medical diagnostic system, you will be forced to go to multiple disability, because you have very few who have strictly one disability.

If the client and I don't get along, why should he be stuck with me? Why can't he go with somebody else, too? If I have the money, I can make choices; only the poor can not make choices. I can choose any doctor, and dentist, any school I want, if I have the money. If I don't, then I don't have much of a choice. I would like to see competition for excellence of service under the condition of work. It is possible to have more than one workshop rather than the professional concept that says we should integrate and have only one corporation. This concept of size of the workshop is very important in respect to how you help the individual. If it is too big, it is no good. Fifty is the beginning of the cutoff point.

One of the mental hospitals in this country in the 1880's, as reported by a Memphis psychologist a few years ago, had as good a success rate as any mental hospital today, by which I mean going out and working at a steady job. The only conclusion one can draw is that it was a very small place. I used to work in a workshop that had 100 clients, but now it has a staff of 30-40 people.

In terms of counseling, I make a distinction between guidance and counseling. Guidance is generic; it is an activity in which you guide somebody; you direct somebody. In counseling, you try to help the person make his own decisions

with respect to where he wants to go and what he wants to do. Sometimes you use guidance: you guide, you advise, you tell, you describe. Sometimes you do just the opposite: you counsel. The distinction generally is in relation to the capacity of the individual to cope with either situation. If the person can be counseled, then you counsel. If he can't, then you go to guidance.

We can help distinguish between the two by talking about tactics and strategies in counseling. By strategy, I mean the military concept of strategy: strategy means that you open up the goals. Tactics is how you are going to get there. If I want to go from Rochester to South Bend, my strategic goal is South Bend, and my tactics will be whether I go by car or by bus, etc.

Unfortunately, much of the research and discussion about counseling is concerned largely with tactical problems.

Counseling is very much like tactics and strategy, like going on a trip, in both the psychological as well as the physical sense, in that you hope to move a person from here to there. In counseling the handicapped individual, important decisions must be made as to what is the end goal.

After I know what the end goal is, other important decisions must be made as to how to get there. I can go by car, railway, airplane. If I go by car, there are more decisions: I have to read a road map, see how to move there, and I must know something about the condition of my vehicle: how much gasoline, is my battery working, how much air is in the tires, etc. It is almost like what happens in counseling. I have to know my end goals first, the conditions of my equipment and the tactical things I will use.

In counseling there are a variety of tactics. The question is where to use them: interpretation, repeating what the person has just said, attending to emotional contact, questioning, interpreting. There has to be something positive in a situation, some warmth, and one other element to make progress: the client at some point has to expect that some success will occur from this endeavor.

If he doesn't, he quits. You have to have a person who sticks with you because he expects something. Otherwise, nothing much happens. Expectation is a precondition for a successful counseling.

Probably the most important aspect of counseling is the initial part. What is sometimes not very clear is whether what the client says or wants is really what the problem is. Let me give you some examples of initial parts that the client presents. One of them is the workshop. For instance, a mother brought her retarded daughter in to the shop. Both of them were well dressed, very nice people. The mother told me they had a very nice household. They went places. The did things together. They had been to Europe and all over the United States. The girl had been taught etiquette.

"Now I want to bring her to the shop for you to teach her the realities of work," the mother said.

What was she really asking? "Teach her that life is not so easy. Life is difficult. One has to work regular hours."

It is hard for a mother to say "we want you to be punitive with our girl," which is what she was asking.

The very nature of the problem is "what do you want? What are you really asking us to do?"

From the counseling standpoint, one has to know the nature of the problem before one can do any kind of counseling under any circumstances. It isn't what seems to be presented on the surface.

So in the initial period, there are two concerns. One is for a mutual definition of the problem. What happens frequently in rehabilitation is that the parents think that when you come to service, you cure the problem. Two people come together and make certain assumptions about what they expect of each other, and nobody questions assumptions. But all questions are assumptions. One has to be able to deal with an assumption because it may not be true. So when a client

never raises questions, one has to be able to get beyond that. A counselor must be extremely perceptive to deal with these assumptions, and, at the same time, he may have some assumptions of his own. Both have to be brought out into the open so that there is a mutual definition of what the problem is.

The second concern - which may take time - is the mutual definition of who does what to whom. In other words, who is going to be the counselor, and who is going to be the client. It's not so easy. Sometimes, as a joke, I say, "let's change seats," but what I am getting at is that it does have to be decided, and it is simply not a onesided deal where I give you the proper lecture. It may take as many as four or five interviews, which I call the initial contact period.

If the agreed-upon goal is that we will find out whether or not the client can work, and that's all, that's fine, and at the end of it we will have to achieve that particular end goal.

Much of the failure in rehabilitation deals with the fact that there has been no mutual definition of the problem or a contract for solving it. What frequently happens is that each party makes assumptions which are not discussed, leading to failure.

It goes beyond just being nice; there must be an attempt to at least communicate, "I am really concerned about you." Ellis, in his rational type therapy, gets across to his patients that they have done some stupid thinking, but they have to do better. It is not only positive. One of the problems with establishing rapport is the fear that one might say something negative or hostile. Rapport is the attempt to have mutual understanding. No matter how nice you are, if you don't understand, there is no rapport. And sometimes you don't understand.

Frankly, you can't be fully in the shoes of any client of yours, but you can make strong efforts to move a bit closer. So rapport is either negative or positive.

In the case of a particular client, one of his problems was that he was a member of the American Nazi Party. His boots had taps on them, and he came banging in, sat down and said he was a member of the Nazi Party. We talked, and after a while he said, "I told you and you didn't even bat an eyelash."

I answered that it was his problem, not mine, and I am sure we had rapport; I got across that I liked him, but that what I don't like wasn't the issue. I was concerned with the problem.

One of the clients became involved with a gang.

"There is going to be gang warfare," he said to me one time. What do you do as a counselor in a situation like this? One aspect is that you are going to have confidentiality. You should respect his confidence and do nothing. Yet, as a citizen, your responsibility to society demands that you put a stop to it. What do you do? The client is saying he is or already has committed a crime. Two gangs are going to have a fight tonight.

"They are taking over our territory, and we are going to fight them."

I told him that by telling me about it, he was forcing me to do something about it.

"I guess you want me to do something about it," I said. And I did: I called the police. Their first response was who are you and what are you, and as I wasn't going to tell them anything about myself, I hung up.

There wasn't a rumble that night; it rained.

In most states there is no law that deals with the confidentiality of your records. You are required by law to reveal this information, and if you don't, you are withholding evidence. So you just don't write it down.

In counseling you establish rapport by attempting to get across that you are trying to understand each other. You try to help find the problem and then start moving into the problem.

One tactic you can use is to do something that goes counter to the kinds of operations the client may be using. For example, if the client doesn't talk, you do all kinds of practical things to try to get him to talk.

Sometimes you have the opposite problem of the client who does an excessive amount of talking, loud and continuous. One time a client was really bending my ear. He would yell at me for an hour, and finally, I said, "Stop. That is enough of this nonsense. Why are you yelling at me?"

"I was afraid you were going to ask me a question."

Later, towards the end of his counseling, it came to the question of a job. "When are you going to look for a job?" I would ask.

He'd say, "I'll go," and then would not follow through.

I finally said, "I think I am stronger than you are in this situation."

"I'll go sometime this week."

"When?"

"Sometime this week."

"When this week?"

"Well, I might go today."

"When?"

"Sometime today."

"When today?"

"Okay. Right after the interview."

He went, but this was after seeing him a number of times. You can't do this at the outset. You do the tactic that doesn't quite fit in because you are trying to deal with an individual in order to have an understanding, but also to help

him cope more adequately with the world around him. You use tactics that deal with one fruitful operation on the part of the client. If the client wants to talk about baseball scores, it's all right for awhile, but eventually you have to put a stop to it.

Certain theories say if you provide an environment where a person is free to talk and talk and talk, growth occurs in the process, and there is an internal movement towards greater maturity. If the person is provided with some free situations, he moves in that direction.

It doesn't always happen. Clients need help in terms of things like "where am I going, what am I going to do, do I really want to work, who am I in connection with being myself as a worker," etc. These things affect a counselor. Just give me a place to talk and some real discomfort; I have been through too many sessions dealing with baseball and football and that's all. We get on very well, but it does nothing with respect to helping the individual change towards the goals you want.

Sometimes, much of your work will be with guidance. Clients have to be directed toward what to do and where to go, and in guidance you've got to establish what kind of rapport to use that will help you move in the direction that is open to you. So much in guidance is concerned with showing the client how to dress, how to apply for a job, how to deport oneself with respect to work. It is advice-giving more than anything else. We have tactics, programs of group guidance and sometimes even classroom situations dealing with how to do things in respect to a job. This is very different from counseling.

The very process of sitting down with an individual and saying what it is that you want and think is in itself a more mature kind of relationship than "do this because I tell you." You decide in terms of the level of the individual what is necessary and inject a little bit of counseling.

When problems occur in the workshop setting, it's preferable to deal almost immediately with them, when and where they occur. Behavior therapy speaks much of immediacy. Punitive counseling is questionable. Counseling should be done on a regular basis as part of a program, not as a result of any specific thing that may happen in the shop. Otherwise, you destroy counseling, because counseling never becomes a bawling-out session or deals with the negative things that happen. Any consequences that happen should immediately take place with the client when it occurs. So often you have the problem of it taking place a few days later, and you have trouble associating the two together.

Once I worked in a shop where there was some adjustment in the pay the person received, according not only to his productivity, but also his vocational adjustment. Each person was rated so much of a percentage as to supervisor relations, following directions, co-worker relations, etc., with his pay figured accordingly. A worker who gets low wages knows why in a situation like this, and when he comes in for counseling, if his problem is with supervision and co-workers, there is no question about what will be discussed. It will be about "why I get low wages, and what are my problems." You now have a unity between what happens in wages in the shop and what happens in counseling. You can discuss them with the client and begin to rework them. You can begin to use pay in terms of reward.

If you happen to have an assembly job, and the client has poor coordination, you might decide to eliminate production, because it is not fair to place this person in a productive job. You might place him as a messenger, but never as an assembly worker. You change the rates based upon the adjustment of the individual, and then you call him in for counseling.

I hope I have added something to your knowledge. I suspect that much of what I've said you knew already. I hope, though, to have been some help at least in

getting you to think of some of the problems. Chances are you will come to your own answers. I've always felt that final answers are not half as important as asking the proper questions, and truth is not half as important as the movement towards truth.

I hope I have contributed something.

MOTIVATION AND COMMUNICATION

J. Beeler

When you talk about motivating other people, you have a big job on your hands. One of the best places to start is with yourself. There is no magic way to do it, but how do you do it? That's essentially the subject that we are going to be working on. You have been motivating people all your life, whether you know it or not, whether you believe it or not.

Do we need to point out any variables between motivating people and motivating handicapped people? I can think of a couple and would like you to volunteer some also. That way, you can truly learn from each other, because all of you have had different experiences.

I can think of a couple of variables; one is that a handicapped employee will have all the problems that other employees have, plus that big handicap. A famous American said, "All you need, really, is a good handicap to be successful." If you have one, then you should be thankful for it, because you compensate in some way; so you have some advantages.

On the other hand, if you make a mistake in your management, the reactions usually will be more extreme than they would have been if the same people have not had these handicaps.

A handicapped person with an eyesight problem lives near me. She spends most of her day pacing back and forth, waving her stick. She says to me in very bitter language, "I would work seven days a week, twenty four hours a day, if I could."

In many cases, there aren't a lot of other things to do that are all that fun; and aren't we really a pleasure-seeking instrument? Don't we really advance toward fun and retreat from pain?

I don't have a single thing brand new for you today. All I am going to tell you are old things, though maybe in a different way, to plant a couple of seeds that may change your direction a tiny bit, not now, but later. That is all I can do because you are not going to change.

As a matter of fact, people don't want other people to change them. They might want to change. They just don't want anybody else to do it for them.

What we are going to talk about today are people problems. I think you are like I am: we are ourselves our biggest problems. We say that we are going to be managers; we are going to be leaders. We are going to take charge and we are going to get action. If you condense such things as deciding, organizing, planning, communicating, motivating, problem solving, what you really do is what every mature adult has to do sometimes, and that is get results through the efforts of other people. There really isn't much difference in how you motivate people and how you motivate handicapped people. Each is an individual, and yet there are many similarities you can work with. Each wants similar things, the same basic goals and drives.

There must be a couple of hundred or maybe a couple of thousand theories of motivation. I am sure you are all familiar with many of them. You should be if you are thinking of yourself as a motivator, as a manager.

Fred Hirshburg, who happens to be one of the giants in this country, says, "no one motivates anyone." On the other hand, he says "you manufacture or manipulate an environment whereby the person is able to motivate himself if he chooses."

Dr. Peter, of The Peter Principle and The Peter Prescription, says if somebody uses big language on you, he is not trying to communicate with you, he is

trying to impress you. About a fourth of what we are going to do today has to do with communication. Do you think it is too simple?

You scratch any problems between a supervisor and a handicapped employee or associates and I'll bet you are talking about communication breaks. Most of your problems are wrapped up in communications. According to Dr. David Burroughs' conveyor belt theory we simply take our words and pass them over intact and expect them to be followed explicitly. But meanings are not in words. I think I know words but the trouble is that to the same words we assign different meanings. What is clear to you is clear to you, not to anyone else.

If you are aware of objectives or management by objectives or performance objectives, this is what I would advise to do: first, identify specific characteristics in your behavior pattern that would have some bearing on your management of other people. Specifically, identify six personal characteristics of behavior. Then list five major traditional problems of communication in a working situation. Identify how you can motivate yourself and analyze some of your basic problems. Then I would like you to identify and analyze problems in motivating other people.

Do you all understand the correlation method of testing? With your background I would presume you know more about it than I do. What I would like to do is show you something about yourself using this instrument. The correlation method is the way insurance companies get rich: when they take out a policy on you they don't know you are going to die in X number of years, that you are going to have three insurance claims, visits to the hospital, operations, and so on, but they know enough. They know X about you and put you in a large group of X's; and suddenly they know quite a bit about you. They don't care if you die or have an accident. They expect a certain percentage point.

Let me give you another practical example. In the Second World War this country desparately needed firefighters. We dragged up a bunch of likely looking guys, put them through training, spent a lot of money and time, and when it was all over, many of them simply didn't like firefighting. The military tried again, using the correlation method. They asked about 2000 questions of the firefighters - favorite color, hobbies, sports, etc.- and about fifty of these came out consistently answered and patternized. So they utilized this method and were successful.

The best advice that anyone ever got is "know yourself." Now, in Greek, that does not just mean to understand, that means to control; and you are not going to control yourself unless you love yourself. Remember, the purpose of this and the overlying reason for this is so that you can motivate other people, but you will never motivate other people unless you motivate yourself. The best books in management today go back to toughminded management. Be tough not on other people, but on youself, and other things will come.

I would like you to finish all of the questions of Page 1 and 2 and stop at that time. Please be as honest and straightforward as you can. These questions and answers go nowhere, but you might accidentally find out something new about yourself that you didn't know - and at our age new experiences are hard to come by!

Suppose I ask nickels of you. That means if it's heads I get to keep it; tails, you get to keep it. Suppose we do it ten times and I win nine times. What are you going to do? Someone in the audience says "Quit!" Notice there is no question or hesitation. He is going to quit. I am glad that you didn't say something illogical like "you are cheating." Yes, it will be illogical, because it will be only one of the many alternatives that could explain the situation. He says he is going to quit, and that's logical. That's a

probability. The fact that I am cheating is not a probability here, and that is only one solution. You could test that hypothesis and eliminate others until you say, "by gosh, you <u>are</u> cheating!" You must have two alternatives in mind. It is like an airplane ride I took recently. The stewardess asked a businessman if he would like a drink. He replied, "Oh, yes, I would love one: scotch on the rocks."

She asked the next man. "Absolutely not," he answered. "All that alcohol, I'll be thrown in the brig! I would rather commit adultery in an airplane than drink alcohol!"

The first man then said, "Wait! Hold my order! I didn't understand my alternatives!"

You need to have alternatives. In management, you have to be a planner. It is the law of business, a law of management. Plan your work or forget it.

Look on Page 3. There will be a couple of grids something like this. If you will look at the top one, I would now like you to predict ahead of time your behavior pattern; what this test will actually show based upon your own behavior. You've lived with you all your life. I want you to predict ahead of time what your behavior is. You will use only "H's" and "L's" - "highs" and "lows"; there is nothing in between.

We are normally very consistent in our behavior, even though we may not think so. "I" stands for inclusion: when you walk into a room where there is a conference going on, do you get quickly included in the activities of the people? Do you automatically get included in the activities of the people in a group? Please don't try to put down something that is not so. We are talking about "do we want?" Maybe you don't want to do it. Maybe you say, "Hi, how are you?" at all times, but you don't like it. Maybe you walk into a room and say, "Oh, don't get me into that stuff. Don't let me be a chairman, or anything

else. I'm too busy. I have things to do. I want to read this book. I have places to go. Don't bug me with that stuff."

You can be very high on either one of these. You can be high and low or low on both.

Let us go to the middle one: control. We have people who are not afraid of controlling others and assuming responsibility for the actions and behavior of other people. We need this like we need bread, food, shelter, clothing. We absolutely require it. Do you control a lot of other people? Do you manipulate other people? Do you change their opinions either of what you do or what you say? That is control. Whether you have legal authority or not, do you control the actions of other people a lot? I am talking about on the job and off the job, at schools and everywhere. Generally, do you control the actions, the behaviors, the opinions, the language of other people? A lot or not very much: high or low, of or the other.

Down below: do you want to do this? Okay, very quickly, over here we are talking about affection. Affection includes love and respect, which are two different things; satisfaction with people, etc. We only have one word for love in our country. I love my house, I love my car, I love my wife, I love my dog, I love my job: too many things and all obviously different.

Do I get a lot of that? On the other hand, I may not want very much of it. I may come home and detest the kid that is hacking me with his peanut butter-and-jelly sandwich kisses.

"Ugh! Get away from me!"

I may not want any of that. High or low; all straight on that?

Mr. Beeler goes on to explain the scoring of the test.

This test is designed to show you something about your behavior habits. The theory being that you are going to motivate others, you might as well start

with yourself. I would like you to consider those six characteristics on the board and predict what your behavior pattern is. Later on, we will ask for some samples of your behavior. One of the few ways you can effectively change someone's behavior is to show him the difference between the way he behaves and the way he thinks he behaves. If I think I'm friendly, generous and a good listener, but everybody I meet with and work with thinks I'm very unfriendly, very selfish and talk all of the time, then, obviously, if I confront myself it is not going to be very pleasant. My behavior might then start to change, but I have altered the habit.

I really think the only effective way to judge how good a job you are doing is based upon the results of the test. If your people don't do a good job, for whatever reason in the world, you have not succeeded. The only way you can be successful is when other people are successful and the only way you are going to fail is when they fail. There's a reason why you fail.

Now I don't like to fail and I don't like failures. I'd rather be condemned for almost anything than failure. There are so many ways to fail.

Now you can't revamp the whole government in one day in four easy hour lessons, but you can light one little candle; because every parent knows that people are going to pay more attention to what you do than to what you say.

Some of us act as though we're going to get a lot out of life - and we're not. The only thing that really counts is what you do along the way. What is it that you were going to do along the way?

If you are finished, now, we can start interpreting some of these tests. Remember, this will give you five separate areas of your behavior. The first is "how impulsive are you?" If you have a very low score, then you are very impulsive. If you have a very high score, you are not impulsive at all. Even if you have something impulsive to do, you will not do it on impulse.

Some people will refuse to make a quick decision. After President Harry Truman dropped the bomb on Nagasaki and Hiroshima in the Second World War, some religious people, philosophers and writers got together and discussed and decided that Truman must have really struggled to make the decision. When he wrote his autobiography, Truman said, "I knew exactly what I was doing."

He gave very good reasons that seem logical to some people: "I make decisions very quickly, was very sure, and I would do the same over again today, and that is the end of it."

Now, back to our chart: Very relaxed. If you have a low score like 6, 8, 9, 10, that's too low. You might walk to work because you are so relaxed that you are half asleep already. On the other hand, if you are so tense, you are going to get an ulcer. My doctor says there are two kinds of people in the world, those that give ulcers and those that get ulcers, and I am not going to get an ulcer until my supervisor looks at me!

Are you open-minded? Are you very open-minded? If you have a small score, you are too open-minded.

Some questions came up in class as to whether we should always be honest. Should we always be anything X? I say no: we should be flexible. You can be X, Y, or Z, but it is better to be flexible. As you get older and more mature, there are times when you should not be honest. For instance, suppose that we are all in the classroom except you. Everything is going along fine when suddenly the door flies open and you come running in as fast as you can. There aren't too many places to go, but suppose there is a little closet at the back of the room. You run into the closet and shut the door. We can hear your heart pounding right outside the door. We are dumbfounded and say, "What in the world is he doing over there?"

Then the door flies open again. Another man runs in, about six-feet-five, two hundred pounds, with shoulders like this! He has a knife and a wild look in his eyes, and out of the corner of his mouth drips a little saliva.

He says, "Where is he? I will kill him!"

"She is right behind that door there."

No, no. That man is sick. He needs help and so do you need help. I don't want to jump him. There is no way this will work out for me. When the maniac comes in, I'm going to say something called a lie. I'm going to say he went out this door or that door; in fact, he is out in the parking lot, hiding behind cares, and if you hurry down the steps and look under every one of those cars, you will find him.

Then I will call the funny farm - the fellows in the white suits with butterfly nets to go out and capture him. We would feel sorry for him if he broke a leg, but because he has a thing up here broken, we don't feel sorry for him. We are suspicious. Our hostilities cause our interpretations to come apart.

We judge each situation, no matter what we pride ourselves in. Before you control yourself or others be sure to know yourself.

In summary, we have identified personal characteristics that might or might not help us on the job or off the job. We also have identified and analyzed basic common mistakes in communication.

Now I would like to tell you something about motivating yourselves. Some of you are clinical psychologists; in fact, some of you know far more about the pure field of psychology than I'll ever know, because while you have been concentrating on what I call very sophisticated materials, comparisons, clinical experiences, experimental situations and so on, I have been leading a different kind of life. Thus, we both can take advantage of each others'

knowledge. All we are going to do now is describe a way of thinking and see what difference it makes on your life. My own opinion is that this is probably one of the greatest secrets I have been able to uncover.

First of all, I would like you to do a great big favor for me: I would like you to forget everything that you have read or experienced about the human mind - the super ego, the id, etc.

When I was a little guy, growing up in the wild Appalachian mountain area, I lived so far back in the woods there was no sunlight, and it was wild. We were twenty minutes from the nearest town. We'd slide down the mountainside just to get to the school, and that was a one-room thing. So this was in a very primitive area. We did not have a lot of things. But I had a reputation as a male witch, because I could do this thing: I could witch off any wart from anybody. If you had a wart, I could get it off and get rid of it. I would simply make something up; each one was more ridiculous than the last. If I really didn't like the person, I would say, "See that tree over there? Cut out a three-forked piece of wood about six inches long, just like a slong shot. Spit through the fork seven times into the wind and bury that in the ground. Put seven rocks on top of that and don't you ever, ever go back to that spot or ever think about that spot anymore, and you will get rid of the warts."

Now that was utterly ridiculous, and yet, I had one hundred per cent success. It always worked.

That made an impression on me and I did not make any attempt to explain it. I was too young. I just filed it away. I want you to remember that experience. I have other experiences I will tell you about as we go along, but back to our illustration. For the benefit of the tape recorder, I have drawn an elongated grapefruit cut in half. This is something like a human mind. I'm going to divide it into two parts. The second part is about 9/10 or 19/20

of the rest, and the first part is the frontal lobe. I want to describe the brain in terms of what it does. Hopefully, this will make a difference in your management theory, with working with other people and living with yourself. The first part cannot think of a single thing except to give orders, and that is all it does: it just gives orders. The other part does everything else, and this is the amazing part. While I am talking and you are sitting there, your body is machine-gunning in a manufacturing process. The second half of the brain is what does it. It is also responsible for all our growth and repair. It is the home of all the senses. Everything is controlled right up there in this Number Two section of the brain.

It does a lot of other things. It has all of your memory. The storage capacity of the brain is fantastic. If you were to try to build a computer equal to the human mind using the very latest technology, you would have a machine as big as the Rose Bowl with a height of seventy stories.

But we are not getting out of it what we should be. Let us see why.

Remember that Number Two, the second portion of the brain, is like a machine in nature. Its nature is to obey. It cannot question.

Once in the army, something in my mouth was hurting. The doctor told me, "What you have is a cyst in your mouth and it will have to be butchered out of there."

Well, I sit down in the chair, and I am sweating inside and out. They put all the packing and wadding into my mouth and then the nurse comes in with that long needle and gives me seven shots. I never had so many shots in my life. Ten minutes later I am just like a medicine ball in solid cement.

"Hurry, hurry - get over here!" I'm thinking, and of course, they take their time. They cut and they chisel, they hammer, they poke, they separate and I am thinking, "Would you get on it, you devil, would you get on it!"

The operation was an hour and fifteen minutes, and I was suffering every inch of the way, but I was still reasonably content because I thought things were being taken care of.

About this time, the door flies open and the nurse comes rushing in.

"Stop! Wait!" she says, "there has been a mistake! There was no medicine in those needles!"

I passed out.

I can't stand the pain, never have been able to! Now, the only thing that was different, it seems to me, was the way of thinking.

Let us make it more subtle. Let us use our imagination and pretend that we are down at the local night club. Out comes the party entertainment, Harry the Hypnotist. Harry comes out says, "we are all going to have a great time today, but I will need a volunteer to demonstrate something."

He picks Freddie the Freeloader. Harry tells him, "I want you to put the back of your heels to the back of this chair and the back of your head to the back of this chair, and I want you to keep your body suspended between the two chairs. Can you do that?"

For a magic moment Freddie does the trick, but then he collapses in a puddle on the floor. He looks up with a sick grin, but Harry the Hypnotist has been through this before. Using a showmanlike trick, he disconnects the Number One from Freddie's brain and talks directly to the Number Two, saying, in effect, "shush, stupid, I am talking to you now. I want you on signal to put the back of your legs on the back of this chair and the back of your head on the back of this chair and stay that way until I tell you different. Now get to it."

He gets to it. There is no strain, there is no pain, there is no effort and he does not get tired. As a matter of fact, Harry the Hypnotist can walk

around and touch him on the tum-tum. He can sit on him. He can leave Freddie there and go on with his act for a whole hour and when he is through with the rest of his act, he can come back to Freddie and say, "Freddie, I want to congradulate you on your good job. Now when I count to three and snap my fingers, you wake up and be normal."

Snap! One, two, three - and Freddie immediately collapses on the floor. "I told you that I couldn't do this," he tells Harry.

Now let me give you the next secret about the human mind. Not only does the Number Two part of your brain not care what it is told to do, but it doesn't even care who tells it. It is just as dangerous as it sounds. The implications are astounding. Couple that with the fact that most communication - about 91 per cent of it according to the latest research - is nonverbal.

What happens when you meet somebody on the job with a handicap whose self-concept is not all the highest? His confidence level is very low and you say, "well, we are going to put you in place and you are going to succeed."

He looks carefully at your volume, tone and facial expression and gets the message clearly: "You are the expert, and if you think I am going to fail, I probably will. I will make a half-hearted attempt and then I will fail, because it is what you expect."

It is not what you say, but how you say it. Let me tell you a true story that happened in Chicago some years ago at Consolidated Industries. Clement Stone is a very famous name in business circles, and a very unusual man. He started in business with a few borrowed dollars and now he is worth something like 250 million dollars, and all of it growing faster than he can count. He has palatial offices, as you might expect. They are in three concentric circles, and there is an outer screened office before you get in to see his real secretary and before you get in to see him.

This particular time, a young man broke right in on the great man. He was with his cohorts in conference and the young man said, "Please, before you call the police, will you listen to me for just a moment?"

And because Clement Stone is a very unusual man, he said, "All right, but make it fast, as I'm busy here."

The young man said, "you can save my life; you can turn it around. You can save my family - if you will help me a little."

That intrigued Clement Stone. "Go ahead," he said, "and make it fast."

"I sell office equipment for a living - desks, tables, chairs, filing cabinets, equipment like typewriters, comptometers, adding machines. I love my work. I work hard at it six days a week. I make calls early and late. I know my products; they are the right price. They are very competitive. But I am just not satisfied. I don't know what to do. I am at a turning point in my life and if you will help me just a little bit, I know that you can completely change my life around."

Clement Stone, being a very unusual man, asked "just what do you want me to do?"

"If you will just give me the names of ten customers, it will give me a little time that I need to find out exactly what I am doing wrong, to perfect my technique and give me a little time to correct myself."

Clement Stone said, "fine. I'll do that, but not right now. You scram out of here and come back in thirty minutes. In twenty-nine minutes I won't be ready and in thirty-one minutes, I'll be gone, so come right back at that time."

The young man rushed off before he could change his mind. Then he watched the clock and was back right at the second. He was presented by Clement Stone a neatly typed list of ten customers, with their addresses.

In two and a half or three weeks, the man came back again to the office of Clement Stone and said, "I can't tell you how grateful I am. I want to tell you what happened when I left your office with that list. I called on all ten of those fellows. I sold eight of them. One had just placed an order for equipment like this, so actually he wasn't in the market for any more, but he took my name and said he will call me when he needs more; so I have some future business. I'm still working on the tenth customer. It is great, really tremendous. But there is one more thing to ask: if you could just please give me another list of ten customers' names."

Clement Stone leaned across the desk, pushed the telephone book over and said, "fine. Only this time you pick them out at random."

That's funny, I think, but I meant to be very serious, too. What is the difference between the young man's performance earlier and later? Confidence? Compare "I'm confident I can swim the English Channel" to "I know that I can swim the English Channel because I have a torpedo-like device that will propel me thirty miles across, a watertight compartment, and a sealed wet suit, am in good condition, and I know that I can."

That's different. Will power is desire followed by a little action. The power of the subconscious mind is absolutely fantastic. Not only can it influence you in your behavior, but it can influence other people, especially the ones you work with. You portray this not by what you say or do but also by conning the people. When I start a class in industry, I know it will be successful because I know how to solve problems and identify difficulties.

Let me tell you about Clark, my neighbor. He is an unusual sort, undersized, married to a giant. Everywhere he goes, things turn out wrong for him. When he moved in the Welcome Wagon ran over his foot in the driveway.

One night he was upstairs taking a hot sudsy bath. Now his kids had a little fishnet with a couple of suction cups to hold the net against the tile. The kids kept their bathtub toys in it. The only trouble was that it kept falling down. So there he is in the bathtub with suds all over his body, and these toys keep falling down into the tub. A couple of them are floating around, a little tugboat here and there. (He never seemed to like his kids, or, at least, I got that impression) There he was trying to sink the kids' tugboats. Zip! zip! zip! and he was having a marvelous time.

Suddenly the door flies open and his wife comes in, the kind of woman who will do well in the Chicago Bears' backfield. She looks him over carefully.

"No wonder you look funny with clothes on!"

Clark wasn't dumb. He was a failure, maybe, but he wasn't dumb, and he knew exactly what she was talking about. This was on a Saturday. The next Monday, his wife wrapped up his lunch in a Kentucky road map. Clark got the message right away. He didn't come back for thirty-five days.

Finally he came back, and I hurried over to see him. The more I talked with that guy and the more I looked at him, the more I noticed that he stood straighter, and his clothes looked better and he sounded more confident. When he left his wife or his problems, he stopped working against himself and began working for himself.

We can't afford family and friends if we do that kind of stuff. We complain, "oh, my back"- and the back starts hurting. Even if it did not hurt anymore, it hurts now, because I have given instructions to my Number Two part of the brain. My subconscious mind has just one goal and that is to make the boss happy even if it kills him. Even if there wasn't a bad place in my back

before, there is one there now!

What is there in the head level that can hurt? Your eyes can hurt, your ears can ache, you can get an infection in your throat, you can have a cold - but your head? When they operate on the brain, there is no need for a general anesthetic. The brain receives messages of pain from different parts of the body but it cannot originate any pain. There is nothing there that can hurt.

But what happens is that you get depressed or tense or nervous and blood vessels to the head constrict. You get a headache; but the head can't hurt.

The brain is divided into two different parts: one to give orders and one to take orders. At an early age, we make a few decisions in Number One and we program our minds in Number Two, and it quickly becomes habits. We make a few decisions and make our habits and our habits make us.

We also said that this Number Two, the subconscious mind, doesn't mind who gives the orders. If I say my head is starting to hurt, it is really going to start to hurt.

So you have to retrain, as a manager or a parent or a mature person. Once in a psychology class, I was directed to train someone and write out a report. I counted the number of times two friends of mine said "I." As the experiment, every time they said "I" I would smile at them or say "yes." Pretty soon they were saying "I - I - I - I - I - I" just like a machinegun. You can train anybody around you if you want to, because that's the nature of the brain.

The most satisfaction you will derive in your life will be dealing with people, and in this business you are going to deal with people all your lives. On the other hand, most of your problems in life are going to come from people. Your life is going to be exactly what you make of it. Other people around you are going to pick up clues, and they are going to do as you do far more than as you say. If you want to motivate other people, you set the example.

The last part of my secret is that you must not say, think or do anything of a negative nature. Would you like to try it? If you do, there is a reward, though I don't know what it will be. Whether you only believe it halfway or not at all, you will get results. You must not say, think or do anything in the negative nature, but it is even tougher than that: you must not allow anyone around you to say, think or do anything in a negative nature. You have three different methods: isolation, interpretation and retraining. Success is never cheap.

In this session we tried to identify some behavior characteristics of our own personal life on and off the job. We tried to analyze some fundamental problems in communication and we learned something about motivating ourselves. We have learned some things about motivating other people from the historical to the modern approach.

Some of us are handicapped ourselves. I, myself, carry a fifty per cent disability. My life could have been a life of pain because of a car accident. I feel fine - and I want to feel good, too. I know that despite whatever problems there are to the day I die, I won't live forever. We all are going to die, but in the meantime I realize that I would like to see a couple of people follow the example of training, interpretation, the presentation of ideas. I want to thank you for your attention.

WAGE HOUR/PUBLIC CONTRACT

Blanchard Rice

I want to keep things entirely open for discussion today. If you have a question, break right in and we'll discuss it as we go. Briefly, we have six states operating out of the Chicago regional office. There are six of us working out of special minimum wages, certificates for handicapped, sheltered workshops, handicapped and competitive employment, full-time students and retail establishments, agriculture and student learners. We're responsible for compliances to minimum wage or the special minimum wage where you have certificates; $1.60 the minimum, time and a half after forty hours, equal pay for men and women, age discrimination prohibited for those 40 to 65 where there are 25 or more employees.

It doesn't apply to cities, counties, municipalities and places like that. We have farm labor contract registration, garnishment law, federal government contracts and things of that sort, so you can see we are really diversified. It doesn't become routine and we don't get bored.

Now what I most want to talk about is just two of the things I think are very important for workshops as far as going from the workshops to work on the job in industry. They are commensurate wage and unfair competition. I know you are interested in rehabilitation but doing contract work and being subject to the federal law, you have to also worry about getting contracts, and pricing them, and paying the clients properly under the Fair Labor Standards Act. As far as commensurate wage, it fits right in with unfair competition. The first thing is to make a time study of the job by nonhandicapped individuals; we

talk about using a fifty-minute hour for time study. Some of you might use MTM (Methods Time Measurement) and this is fine, but you need to arrive at how many pieces can be done by nonhandicapped in an hour. It may be 300 pieces and at that point you have to know what the prevailing wage is for the area; what other people are paying outside the shop.

Suppose the prevailing wage is $3.00 per hour. If you have 300 pieces at $3.00 per hour you come up with a penny a piece to be paid in a class. That is the direct labor rate. A rule of thumb is to mark up 100 per cent. It could be as low as fifty per cent or even as high as 200 or 300 per cent. You certainly should get all that you can, simply to keep the workshop going. You've got to have money from someplace, so you need to get all you can for contracts.

It is obligatory that you get certificates at special minimum wages so that you are not competing unfairly. You have direct labor, the 300 divided into $3.00 ; then over and above that you're going to have indirect labor, transportation, for instance. There may be materials handling. There will be supervision. Heat, light, space, administrative costs, fringe benefits for the employees. If you do not get the proper amount, or if you are underbidding others too much, then you will adversely affect the other shops you compete with as well as your own shop. You could be out of business if you don't take in enough money, unless you have a lot of support.

Fringe benefits certainly figure in the mark-up. You may not have to give all those fringe benefits to your employees or your clients for many reasons, but most employers of nonhandicapped out of the community would have to give similar benefits. In competition you should figure this in. It certainly should be in the contract price.

On the question of conflict between the separation of standards of those on the regular programs, I don't know what the DVR stand is on that. We might

run into problems of their definitions and ours. Each agency has their own rules and definitions and makes its own decisions on employment relationship. Some people try to tell me that work activities center is not sheltered workshop. I like to think of a sheltered workshop as being the physical area where you rehabilitate people. Within that area you may have several different programs - the regular program, work activities, evaluation and training, and you may have some individual rates. You have to have a separate area, separate records, separate supervision, although you could use one supervisor.

In the regular workshop people will be guaranteed at least 80 cents an hour or a commensurate wage, whichever is greater. The work activity center includes people who are severely handicapped and very inconsequential producers. There is no floor on work activities center, but there has to be commensurate wages. Sometimes this has been missed in the past.

Inconsequential producers would be people who produce less than 80 cents an hour on a commensurate wage basis. Commensurate wage means that the handicapped get paid comparable to nonhandicapped on a basis of the amount produced. So if the person is earning on the average 80 cents or better an hour, then he no longer belongs in work activities center. If you have low producers and expect they are going to be in that category and then you find maybe ten per cent or less in six months or a year are producing over 80 cents, then you can say up to ten per cent get individual rates.

If you have a work activity center then anyone who earns 80 cents or better over three months does not fit the program. You have to do something else with him. If up to ten per cent of all your clients are making 80 cents or better, then you can get an individual rate for them and still not get into the regular workshop program. At the point where you have some making 80 cents or better, then you have to think about a regular workshop program or individual

rates up to ten per cent. If you exceed ten per cent, perhaps you should have a dual program.

You can certificate people for less than 80 cents down to forty cents; that's the floor. If you have regular workshop you use a WH249 application for a special minimum wage in the individual rate. If you have work activity center you use a WH222 to apply for the rate.

QUESTION: When you have someone who is certified for under service you get the lowest rates. Does that mean that you have to have a work activities program?

ANSWER: No, he could be in the regular workshop area in the part of the shop where you have a special program, a special certificate, an individual rate to pay him less. You don't have to give him the make-up for the 80 cent floor but you have to apply for it. Like everything else, you have to do the paper work and get the license, or you're in trouble.

If a person was certificated at 60 cents and in three months his average is up over 75 cents, he does not have to be recertificated as long as he gets commensurate wage - until he gets up to 80 cents. At that point the individual certificate should no longer be used, and you put him on the floor.

QUESTION: What would happen if you switched a person under a straight time job? Would you pay him the certificate rate?

ANSWER: Taking him off production and putting him on janitorial, for instance? Sometimes a janitorial rate presents a real problem. But people who are in the business of maintenance know these things. You could even make your own time study in that area.

If it's a regular workshop, you are going to have to think about that floor, if there is one in the certificate. You would not normally change

the client from regular workshop to work activity center every week or two depending on his production.

QUESTION: On the regular work program is there anything in the law that says that a person is guaranteed so many hours work?

ANSWER: No, nothing at all. It would be time and a half if they ever went over forty hours.

Subcontract work in general is subject to the law. Because these things are part of interstate commerce they generally will be subject, while arts and crafts sold locally usually are not. But if a client does any covered work in a week and does noncovered work as well he has to be paid commensurate wages for all work, so he is subject to the law for the entire week.

QUESTION: If a person is working on work activities for three days covered and them is working on arts and crafts items for two days noncovered, would he have to be paid for two days on covered rates?

ANSWER: On a commensurate wage principle, in other words. In that situation, you would have to know the prevailing wage, not less than $1.60 for arts and crafts, and what a nonhandicapped person can do and then compare accordingly to the handicapped client.

QUESTION: So in essence everything the work activities client does has to be time studied?

ANSWER: Yes.

We don't have the time to make investigations of all shops right now, though if we could it would be to your benefit. If some shops are competing unfairly with you and you are competing fairly, this hurts you, and if the client isn't getting the proper pay that hurts him. When shops compete unfairly, it affects other business that might do the job; so it has a pretty

broad effect. We want to stop as much of that as we possibly can. As far as evaluation in training, these are programs sponsored by DVR. You might have an evaluation in training of your own, and you might have these in a regular workshop, or in a work activity center. If they aren't DVR-sponsored, you don't need a certificate to do whatever training you want to set up yourself, because under either work activity or regular workshop you are going to pay the commensurate wage anyway. Maybe you think we are a little harsh on the economics, but that's what the law is written for. It gives them protection in that area.

QUESTION: What about the new client who comes in for evaluation and there are no piece rate jobs available? All you have is straight time jobs.

ANSWER: This depends on what the work might be. Before the first pay period comes you are going to have to decide how productive he is and pay at that point. It won't be arbitrary if you wait for the end of the week or the end of the pay period where you can determine what percentage of non-handicapped he is working at - unless you've got some floor that might be higher. Those certificates often carry a floor, perhaps one that every month or two increases, but otherwise send him out on the job before you pay him. Decide whether he is 25 per cent productive or 30 per cent, etc., and pay him on that basis.

QUESTION: Is maintenance work covered?

ANSWER: Yes, because it is around the area where goods are produced for commerce where you do subcontracts. Office work and things of that nature would be covered too, as well as materials handling.

QUESTION: What is the reason behind the Department of Labor separating a person on a regular work program from one on a work activity program?

ANSWER: Before the 1966 amendment there was only regular workshop allowed. There was no allowance for work activity center, no allowance for these people who were inconsequential producers and severely handicapped.

QUESTION: What would you say if you walked into a sheltered workshop that has six clients being entered into an adjusted program being sponsored by DDR and one of those persons is already on a work program, while the other clients are only work activity center? You have both kinds in the same program, and your worker is being paid commensurate wage.

ANSWER: This is evaluation in training or just training. I wouldn't see any problem because you have an evaluation approved in training program here, and the group is under this certificate even though they are working in the same area. That is a little different situation. You don't have to separate your evaluation training clients from your other regular workshop or work activity center people.

QUESTION: If a client came from regular workshop into evaluation, would he have to be paid 80 cents an hour during evaluation?

ANSWER: Not necessarily so. We don't really have anything to do with rehabilitation in our agency and we don't know much about it. We don't really enforce anything in that area except that clients have to be handicapped or you can't have the special minimum wage. Economically, socially deprived payrollees do not qualify under certificate in any way because they don't fit the criteria for being handicapped. There is no reason why they can't produce as well as anyone else. When individuals go out away from the shop to work on the job, the workshop certificate does not cover them there. They need an individual application and certificate out on the job. The only exception might be janitorial or subcontracting of something of this sort, where you take the entire

contract out, so that you are not mixing your clients with nonhandicapped people and you are using your supervision.

In a case where an agency has certification as an activity center or sheltered workshop and they, in fact, create their own manpower force that goes out into the community and does jobs like, for example, tearing down an old barn, you would take the entire contract to do the job. In this case you wouldn't need a special certificate. Your workshop certificate would cover it. You would have to take the contract for the complete job, so you were not intermingling your clients with nonhandicapped people.

QUESTION: What criteria does the organization have before your regulations apply? Do they have a certain dollar volume?

ANSWER: We don't use a dollar test to apply coverage, and there is no coverage applied by the number of employees. None of our coverage is under the Fair Labor Standards Act. It's based entirely on interstate commerce, producing goods for commerce, receiving goods in commerce or doing something closely related. Coverage occurs on an individual rather than an establishment basis. Quality is a management problem. If you have got a client who can't do the job or isn't doing it right, or you can't get him to do it right, he apparently does not belong on that job. He belong someplace else. That is really a management problem.

There is a study the sheltered workshop advisory committee has been making on determining wage payments for clients as to commensurate wages but the results are not out as yet.

QUESTION: Several people have asked about subcontracts. Can you give us any insight on the Wagner O'Day Act and subcontracts and where this fits into the sheltered workshop movement?

ANSWER: Wagner O'Day basically calls for sheltered workshops to have priority on government contracts bidding. What you really need to know is what are these contracts, when can you bid on them and where are they available. I really don't know enough to be helpful. You might try your congressman. It used to be that the blind shops had priority in getting government contracts and Wagner O'Day extended this. Not only are there contracts under the Walsh Huey Public Contracts Act for producing goods, there are also public service contracts that you might be bidding on.

QUESTION: In areas like janitorial and maid service where you don't have a piece-rate type basis, how does your agency look upon this rather subjective way of saying someone is functioning at fifty per cent of the norm of the given job? Are there any more concrete, less subjective things available now for rating the productivity of a client on these types of operations?

ANSWER: I would stay away from subjective ratings as much as possible. For janitorial work, we don't have the personnel to come up with the varying wage for the area or the amount of area that can be cleaned, but we think this information is available for the amount of area that can be cleaned by a nonhandicapped. Once you know that, you can determine how much the handicapped can do and derive a percentage to work from. For janitorial work or just about anything, rates should be on an objective basis, although some areas are going to present real problems. The only way to handle those is to do a time study. There might be some instance where you just have to use your own judgment.

QUESTION: (Regarding fatigue time)

ANSWER: Some people will talk about ten per cent, which is a fifty-four-minute hour, and some will talk about fifteen per cent, which is about a fifty-minute

hour. The fifty-minute hour has been talked about for a long time. You can use something like fifty minutes or fifty-four; or you can use MTM - Methods/ Time/Measurements. These are all approved. There is now an area for home workers. If you have homebound clients, they can be under the workshop programs or whatever certificates you have and work at home. This is true for work activity center clients as well as the regular workshop clients.

QUESTION: We have a small retaurant and an opportunity to place a girl as a dishwasher, etc. (question is not clear)

ANSWER: All you can do is ask the restaurant owner if he is subject to the Fair Labor Standards Act and if he does over $250,000 worth of business. He might be interested in information like that, although I don't think it would be a good idea for you to be advising him on wage/hour. If he is under $250,000 worth of business, he is exempt from our laws, but he may be subject to state law. Any nursing home, school or hospital is subject to law regardless of dollar test. This is where coverage gets sort of troublesome. From the first dollar, any dry cleaning establishment or laundromat is subject if there are two employees that are handling goods. There are no dollar tests on much of this coverage in many of these places, nor can we say that all retail establishments are exempt. Probably your restaurant is under the $250,000, but you would want to know that for sure and would want to know the state requirements.

QUESTION: Would you go over some of the more common violations that you find in sheltered workshop activities?

ANSWER: I haven't seen any statistics recently, but almost a year ago half of the shops were in violation of commensurate wages and/or unfair competition. The shops owed on an average $20,000 over a two year period. Those shops don't have that kind of money, so it is a real problem. If you run some sort of

comparison between handicapped and nonhandicapped wages, you can determine reasonable wages and mark-ups. The problem may be because a lot of the shops don't realize the importance of these particular areas and don't have the personnel to do this type of thing. It takes some work, certainly, but it can be done. I think most people agree that the client should get paid for the work he does in the same amount as a nonhandicapped person, and there should not be unfair competition. It hurts the shops and everyone else.

We would rather see that you have made the studies and done the job originally and paid these people the money and gotten the money out of your contracts throughout the period we are examining than our having to do the job for you.

QUESTION: If you have a basic skill level like sweeping and mopping that pays 60-80 cents per hour, how do you determine what wages to place on these people when they can go out in the community with just two basic skills and get a job that pays $1.60 per hour?

ANSWER: Of course, prevailing wage is what you are talking about. Maybe you have something in here like running a buffer and doing extra things that would make the rate higher.

QUESTION: I know a job in the community where simply mopping the floor and cleaning a few bathrooms rates two dollars per hour and another one running the vacuum, etc., for $2.10 per hour.

ANSWER: This is an important point that we should talk about. It might depend on who did the work as to the rate. The equal pay provisions of the Fair Labor Standards Act apply here. We consider it to be substantially the same work whether it is running a buffer or other things like dusting. Those jobs are all janitorial and equal, so the difference between $2.00 and $2.10 might depend on the type of business.

You are going to find that janitorial services do not vary that much. We put little weight on the fact that you operate a buffer four hours a night while the women do not, unless you can show a significant interest in it. If one person is making $2.00 per hour for sweeping and mopping against another who is making $2.10 because he happens to run a buffer and vacuum cleaner, I think it would be a difference.

QUESTION: If a person is doing nothing in the training level but sweeping and mopping and we are paying him 40-60 cents an hour as opposed to the person who is buffing and receiving $1.20 an hour, are we justified in paying the second client that much for his extra skills against a person who is doing light jobs?

ANSWER: Normally, when we go into some establishment, we have to make comparisons between male and female to decide whether the woman should be paid the same rate as a man is being paid. You have problems of providing inventives as well, if you are trying to get the person trained so that you can eventually get him to do a good job.

It is almost getting to the point of seniority. You're basing it on training for a certain period of time, which is something other than sex, but when you look at the growing wage rate, that is a different thing. I don't think you can separate the skills.

SYSTEMS APPROACH TO ADMINISTRATION

Bill Salyers

I talk about a systems approach to facilitate management for a number of reasons. The systems concept grows out of general systems theory. It goes back to the late thirties and forties as a system of thinking about problems. It found its full flower with the NASA program which aimed at putting a man on the moon within a ten year time span. That is quite a systems problem. There are multiple independent operations which have to cohere and everything has to function right on time.

A lot of things grew out of the general systems approach, including a concept of managing large groups of people in coordinated enterprises. NASA publishes a lot of literature on the problem of teaching people to function as part of one system and yet to work to decentralize down to subsystems that are small enough to be manageable and coordinated well enough to achieve the end result.

In the typical pyramid organization the boss is at the top and people report up the pyramid in some kind of sequence, so that everything seems to flow from the top down. In reality, the most dependent person in an organization like this is the top man. Any time that the people under him quit offering him support, he is through.

The systems people came up with a matrix organization in which each job is its own organization and the organization is designed around objectives and around things to be done and around deadlines to be accomplished. Instead

of everybody reporting back up to the chief engineer, they report to the project manager for this job. He is responsible to that project manager for what he does.

These are some of the things that grew out of the systems approach at NASA.

What is a system, anyway? Let us start with lay systems. The basic system is a living organism. Walter Cannon, in his book Homeostasis of Living Organisms, really laid groundwork for systems theory back in the thirties. He talks about a system, therefore, being an organism - like a person or animal. This organism has within it a set of dynamic forces which work together internally to achieve a state of balance, homeostasis. This state of balance, once disturbed, creates a set of tensions within the living creature which sets a whole array of forces in motion to bring it back into balance. For instance, if you are frightened, this imbalance in the system leads to a sudden input of adrenaline which fires up the whole system either to flee or fight. Now you have a charged up system which is not in balance. All this adrenaline flowing in the system must be used. This can be done by screaming, running, fighting; and once it is used, things settle back in the original steady state. To put it in terms of motivation theory, a human being is a system which becomes aware of need. That need, however defined, is an unsteady state, and awareness at any level of need results in behavior of a goal setting nature.

This behavior attempts to define or establish a goal which will resolve the need. Once the goal is identified, at whatever level, it becomes the cause of new behavior. This is behavior not with goal setting but with a goal achieving nature. If the goal is achieved, it takes care of the need and the system is now back to balance. When a new state of need erupts, it goes through the whole thing again.

In the organization that you and I work in, we have trainees, we have staff, and we say you have a need. We also have institutional goals just as they have personal goals, and our task is to convince people that pursuing the institutional goal will also be instrumental toward satisfying the personal need. If a person sees this, he will be content to be a part of the organizational system and to work with it toward organizational goals. If, however, he sees the organizational goal or behavior as counterproductive to his own needs and desires, his behavior will be resistive or subversive, or he might withdraw or drop out. A lot of school dropouts are account d for on this basis because what is happening in school is not where the student wants to go. He does not see the instrumentality of the learning leading him to the satisfaction of his own needs; therefore, he drops out.

A lot of the dropouts end up in rehab facilities where we are doing the same thing to them all over again. If we can help the trainee to see that the institutional or organizational goal also will satisfy his need, then we have a chance of enlisting him.

The system, therefore, is a cohesive, self-contained, functioning unit that aims at a steady state or state of balance in its internal operations. There are two kinds of systems, closed systems and open systems. The closed system is totally internal. It is not communicating with external reality at all. The open system has interchanges between itself and its environment. Some hydraulic systems are closed systems. You can have an input to the system, but once you do, you close it up, like the brake system in a car. You want a closed system, because you don't want a lot of input like air or too much fluid.

You can predict the behavior of a closed system absolutely. The brake system on a car does certain things according to certain laws so that pressure

at one point is transmitted in a predictable way to other points in the system. On the other hand, open systems such as a living human being will open in any number of ways.

We are an open system. This concept of an open system has been taken to a point of saying that we are so open that we cannot even begin to exist unless we can get an input from outside ourselves, because we are not self-sufficient. We are dependent for our survival upon the open systems.

If we think about it, it is obvious; but the genius is in seeing the obvious for the first time. In any system structure, the system tends to be part of larger systems. Let us take some examples from government: you go down to the local post office. That local post office functions as a self-contained system with boundaries. It has interdynamics, it aims at a steady state, and it is a part of the larger system which is the whole United States postal system.

What you have in any system, any open system, especially, is a system that is nested within a system until finally you have the whole social system. Any part of the system exists and succeeds in terms of how well it fits with the next larger system with which it has to participate.

Another example is the body system. The muscular system, the circulatory system, the central nervous system - all are self-contained systems, self-operating, in a steady state within themselves; but they survive only in terms of how they contribute to the wellbeing of the total system - the human being. Systems theory has taught us to quit thinking about the mind, the body, the blood - the subsystems - but to begin looking at the whole person and the whole system and to work on these subsystems in terms of how they affect the whole and vice versa, while shot through all of this is the input of interlocking systems from outside.

No organization or person succeeds except as he relates effectively with his environment. That's the systems point of view.

In our work in the rehabilitation facility, what is the largest system that we have to function with? We are nested into some other organizations or systems - like DRD. Our facility is part of another agency, which is part of the larger agency of CFR - Council for the Retarded of St. Joseph County. We are nested also in the ARC movement in general, and it is part of the system.

What are some of the other systems to which we have to relate? We mentioned ARC's four agencies. Goodwill has its own national agency structure. The Salvation Army also has the YMCA as their structure and the Volunteers of America has theirs. All are part of the whole Health, Education and Welfare complex. What are some others? DRD is part of the social rehabilitation services of HER, but then you must include the U. S. government, which is a part of the problem - you've got the whole legislative bit.

There are a lot of other programs. Relating to the Department of Labor can be a headache sometimes because a lot of these systems we have to articulate with have sanctions that are in use to force compliance to what they want to have. Because they have sanctions, it makes our success in dealing with them more important. Welfare is a substate system and into the county system. We have county government to deal with.

How many get municipal funds? What about U. S. government revenue sharing? They took it away from us and gave it to the counties and cities because they phased out categorical grants for things like mental retardation.

Community volunteer agencies, particularly United Fund, are part of a social system, which includes these. All of these are components of a system which you must relate to. Peter Drucker, in his volumes on management, says

that results in any organization are always in the environment, never in the organization. It is an interesting insight. We work internally to build up programs and get activities going, and are very concerned with what happens internally, but the results are in the community. The results are in placements, in community support.

Real achievement occurs at the interface between you and these other systems to which you relate. Your skill in relating to all the systems involved will have more to do with your success as an agency than the internal dynamics of the organization. If you have the best internal organization possible but are not responsive to the community - to the environment you are in, there will be no success. We succeed to the extent that we are well articulated into the whole range of systems and community organizations with whom we have to co-exist.

In our American culture, we have a number of values which are our social goals -- health, education and welfare, free and equal education for everybody, right to work; and then within the society, there are organizations - and organizations also have goals. Usually, their goals are not the same as the society's. They subscribe to these values but then they work on things like profit (sometimes loss). They work on things like serving mankind. The Methodist hospital in Indianapolis, for instance, has four goals, all oriented toward patients' welfare.

Within the organization, you have departmental breakdowns, and they also have goals and objectives. Within the department are divisions, within the divisions are me and you - people. That goals that you and I have in our work - in our organization - are the justification we have for being a part of that organization.

Your agency has goals and these tend to be much more idealistic and global that the ones that you and I have on the operating level. We have goals relating to placement because we want to nest into the industrial business community we are in and prove to them, justify to them, that we have a role to play and something to offer.

Within the agency, the rehab facility portion, the subdivision of the system, there are a variety of things that take place. What are some of them? What kind of structures does a facility build for itself?

There are administration, evaluation, self at work, social services, personal living skills, activities center, production unit, transportation, fiscal accounting, sales. It does not take long to observe that a rehabilitation facility is a complex organization. Even though it doesn't have very many staff people, it is still a complex organization, and as you get into a larger facility, there are more resources; but how do you knit these together so that they pull together, not against each other?

We will draw an organizational chart. Board, management, program director, supervisors; departments - evaluation, adjustment and activities, preschools; departmental services, nursing programs, psychological services, medical services, etc; what is this thing that binds all of these people together? Clients - trainees. Without the trainee, without the client, you are not going to need any helpers at all, and when you take the systems approach and try to factor analyze everything out, you have to decide how it best coheres into a proximate system to get the job done. If we find a perfect prevention system so that we have nothing but perfectly healthy babies born, if we can find a way to prevent crippling accidents, and the trainees all disappear, then our jobs will disappear also. We are dependent on the trainee.

Having been in the hospital a few times and having worked in hospitals during a good deal of my professional life, I know that the patient is the focus of the hospital. I know the student is the focus of the university and the trainee is the focus of the rehabilitation center; and I also know that every organization I have ever seen was run by a staff for the convenience of staff. Let me give you an example: I was in one of the wards of a state hospital one day around 10:45 in the morning. The patients in the ward were eating lunch. I asked why they were eating lunch so early, and the reply was that this was the time to feed them. They did not know why, but that was the way it was.

I did a historical research on lunch time in this hospital, and here is what I found: lunch originally in that unit was scheduled to be served at 12:15. Kitchen personnel tend to be pretty efficient and hard-working people, and they know that they are going to serve lunch at 12:15. Now, the food is arriving at 12:00 and the staff on the unit, like any staff in any other organization, decide that since the food is here at 12:00, they might as well go in and eat. There is no use in wasting fifteen minutes when it is already here. It is also more convenient because they can get this chore out of the way and have more time for other things.

One day the man who delivered the lunches had a flat tire and didn't get there until 12:20. At 12:05 the talk in the kitchen was "where is my lunch?" When told about the delivery problem, the replied, "don't you know we eat at 12:00?"

So what does the kitchen do? They set up the delivery at 11:45 because they eat at 12:00. When the delivery man is late again they want to know where their lunches are - and the first thing you know they are eating at 10:45. Lord help us if that lunch ever arrives any later, or it's going to come with breakfast!

It was later changed back to 12:15 where it belonged.

So you see how the system operates. The parts of systems when they are part of a bigger system are interdependent. You might do evaluating, but what you do impacts other people. You can't do anything in your system without having an impact on what's happening to other people in the system. If the speech therapist schedules certain people at certain times, what is she going to do to the production flow? The question is, does she know what she is doing to the production flow? No matter what you do in the system, you are going to have an impact on the rest of the system. Each subsystem is interdependent upon each other one and you can't change one of them without getting the rest of them out of place. If you can keep a trainee and his benefit in the center of things, then you have a touchstone by which to evaluate what the system does.

How do you structure the system so that the trainee always benefits? For the shop in South Bend, the goal for every trainee is maximum socio-economic placement. What that means is that he lives in the community. Placement is the goal in everything we do. I want to know how everything we do in the shop contributes to placement. Some people we are not going to place tomorrow; day after tomorrow, but not tomorrow. For them, we have a different goal. One is to keep pushing toward community readiness, but in the meantime to maximize their earnings in the sheltered environment. We can do rehabilitation without production work but cannot do good production work without rehabilitation. If you maximize earnings in the shop so that the average earnings rise, that means that you are doing a rehab job because you can't make these earnings go up honestly without doing a training job; and if you do a training job, you are going to move the client in this category closer to the placement category. These are the two thrusts of the rehabilitation facility which has the trainee's benefit at the center of things.

Every trainee in our shop in the last two years has gone up about twenty cents on the average. Placements have gone up 400 per cent, and I think there is a correlation, because you can't do either of those jobs without doing both of them.

We hate to see Dave Craig come around our shop when we have a lot of work. He is the placement man and he placed forty-eight people last year. When Dave comes around, everybody gets uptight. If you need a client, then Dave is instructed to get rid of him. Once we start needing a trainee in a sheltered environment, whose needs are we meeting?

We are not there to make it easier on us, we are there to get the client out. Dave's job is to find the people that we need and to get them out.

We take an interdisciplinary approach to see that the whole system interacts in a way that keeps the system articulated without dysfunction. You have heard the word PERC. This stands for Program Evaluation Review Committee, and that committee is responsible for case management in individual program planning. Not only the trainee,,but his parents as well, are a part whenever we talk about his training; we expect them to attend. In our shop, every first report must be signed by the chairman, by me as director, by the client, and, if he is dependent on the family, by his parent. It doesn't go into the file until all four signatures are on it. Making sure that all of those hodgepodge of activities pull together on behalf of the trainee is part of the systems approach at Logan Industries. Our case manager, who is part of this team, has no more than five or six trainees for whom he's responsible in every case. This means he reads his files; he knows what the individual program plan is; he rides herd on you to make sure you do your part.

For instance, if the person is to have a speech and hearing evaluation within three months, in about two-and-a-half months the case manager is going

to come to you and ask "have you got it?" If it is not in that folder, he is going to raise whatever judicious hell is necessary to get it done. The case manager will even have delegated authority over the director of the shop at certain points. As director, there are some kinds of things I don't need to know. Some kinds of decisions are delegated to other people. The director is supposed to check the availability of certain resources. The case manager has the authority to see that I get it done and on time. This way we have a two-team approach which makes everyone in the team, including the director, responsible to the team for results.

The Program Evaluation Review Committee is a team. Program means the team is responsible for an individual program plan on every trainee. It is responsible for the programs within the shop; planning them, establishing them, promoting them, developing them and evaluating them. The team exploits the program objectives, and determines whether they will work not only for the individual, but for the shop.

Evaluation means assessment, not only in regard to the client, but also the system, and how responsive it is to the client's needs.

We Review so we don't lose people in the cracks between programs, to stay with a client all the way through, so that no one goes for years without being evaluated or assessed or given a new chance at something different.

The Committee is a team made up of the appropriate professionals, nonprofessionals and consumers of services.

The Program Evaluation Review Committee first writes an individual program plan. It might say that the short range goal for the client is to improve his productivity, to improve his attention span, give him speech therapy, have the nurse check out something that seems to be wrong with his feet, have certain other things done. The case manager is responsible to see that this individual

program plan is implemented. This is not a priority goal. The priority goal is placement, and all of the things in the individual program plan are aimed at moving the client as close as possible to that placement. Let's say that placement is the pinnacle of a pyramid. The client must have speech, social services, psychology and counseling, job seeking skills, in order to be placed. The case manager's job is to see that as many of these building blocks are put in as possible. Among these is earnings, not because the money matters, but because the job related skills that get him the money matter.

Every system has a communications network, and the effectiveness of the system is directly proportional to the effectiveness of the communications network. I'll show you how we provide the network of communications to make the kind of system we have operate. We have 160 to 175 clients. Of these, 145 are in the shop, with average daily attendance of 132. I have 32 staff positions and four vacancies to work with. When you have this many people, you have a more complex approach than if you have a small shop like at Kokomo, where you can walk out and see the entire place from one point in the shop. If you have face-to-face communications, you don't need as many formal structures of communication. The more distance there is between you, the more formal communications you need to get the communications to succeed.

Our budget is somewhere in the neighborhood of $500,000, and we will take in, if our projection is correct, $135,000 from contract income. Obviously, that is not what we are in business for, nor is it enough money to justify what we are doing, especially when you consider that 55 to 60 per cent of that goes back to the trainees as wages, at our facility.

Our mail room is one of the most sophisticated mail rooms in Northern Indiana right now, but when I first went there two years ago, we had one mail machine. You pressed a button and a piece of tape came out. You couldn't

put a letter through it and get the postage printed on the letter. You had to pull that silly tape out and put it on everything. If we had that machine now we couldn't work, because the volume has gone too high. Last year we spend $115,000 for postage alone.

I noticed right away that I wasn't going to get anyone a job hand stuffing material in somebody's mail room. They all have machines. If I could train someone to run that machine, I could get him a job almost anywhere. But if a guy can't work with the machine, I can't get him a job. No one can afford to hire hand labor anymore. I also noticed that I would not improve the earnings of the people in the shop with hand work because we are not competitive. Even a sheltered workshop cannot compete with private industry with hand labor in anything. If we don't mechanize and teach the retarded and handicapped to use the latest technology available they will not succeed even in the sheltered environment, let alone in a competitive environment.

Keeping busy is not one of our goals. Keeping productive and moving toward independent functioning is. We have no products at all. We articulate with the community, since we are a part of the society that we live in. Sometimes a prospective customer will come in with a job they would like our people to do; it is a nice job and it will keep them all very busy, but I don't care if they are busy or not. If they are not making their commensurate wage while being busy, then I would rather have them in a training program.

I'm passing out what we call "The Horse's Mouth." It tries to nail down the kinds of transient things you need to know to succeed in the shop. For instance, it gives Department of Labor categories for trainees; it gives the DRD categories; it has the daily schedule - what is supposed to happen when, whether it does or not. These are my fantasies about how the shop works. You would have to go on the floor to see what the reality is.

This is my work copy, so it is all marked up. It is our organizational chart. The center column is clerical and support people, including me (I'm somewhat of a glorified clerk, really; I shuffle a lot of papers). It includes our secretary, our typist, our bookkeeper; and it includes contract procurement. Contract procurement is not part of the work floor of the organization. We have two other structures, and they function as three teams. This is a rehabilitation team that uses training and instruction as its method or medium of rehabilitation. These are rehabilitation teams that use production work as the medium or instrument for rehabilitation, but the goal and purpose of all three of the teams is rehabilitation.

The tools they use for achieving it are somewhat different; what we are trying to generate is a system, a team, for these people, to include vocational program-coordinated types of counseling, the employment counselor, adjustment and evaluator, the vocational trainers, development instructor, activities director. These people are trying to teach - to become internal consultants to their clients. Vocational adjustment is not a group, it is a process. A vocational adjuster supervises this process by going out as a consultant to each of these people and helping them make their judgment happen wherever the client happens to be. Evaluation is both a group and a process, with the evaluator developing some skills in trying to help the rest of us do the evaluation process.

We are also passing out a daily Job Trainer's Report. We will try to explain to you how we use it. Here is a form to help people count who don't know how. Everytime they do something they just mark off another number with a pencil. As long as they mark them off in sequence they have a count. I would like to have a bunch of those counters, like they do at Kokomo, but I can't afford them, so this is our compromise. Anybody can count with it

whether he can count normally or not. We also use a system of counting on boards. So many squares have to be filled, and if I can only count to two, I will put two in each square. You put down half as many squares as you need and I can count, for an accurate production.

Accuracy is very important; some of our customers get upset if we tell them we shipped 25,000 pieces and they only find 10,000. They get much more upset if they only send us 10,000 and we send them back 25,000. That has happened! It is amazing how many people - including staff - don't know how to count. It is not as simple as it sounds because getting an accurate production count is a skill.

The first sheet that went around to you is a Supervisor's or Job Trainer's Daily Production Sheet. If you will look at it, you will see on the front a place for the name of the trainee, the job code (every job in the shop has its own code, which identifies the customer and the task that we are doing for that customer. It also indicates the pay rate for the particular task the trainee is doing, so our bookkeeper can look at the job code and know exactly what to pay the trainee based on the amount of production of the report). Job rate is the rate per piece or per hour if it is an hourly rate. We have no jobs in the shop that have an hourly rate less than minimum wage. We don't necessarily pay people minimum wages on hourly rates; we take their average earnings and come up with an efficiency index and pay them commensurate wages; that is, if their efficiency time is a fair rate in the outside community.

To compute the average earnings, we do a quarterly wage analysis of every trainee in the shop. Their average earnings per hour in the fourth quarter become their minimum wages for the first quarter, and then their average earnings for the first quarter become the minimum wages for the second quarter. We do this every three months. If someone has a bad week, we pay the difference, but on the next quarter we use only the earnings to calculate his new

average and not the subsidy. I have a copy of the form we use if you are interested in seeing how it is laid out.

Job hours means how much work time he put in, now how much time he put in the shop. Total hours goes in the right hand column. We have a six hour day, 8:30 to 2:30, but maybe he only spends three hours working on this job and then two hours working on another job, with another hour for break and lunch time; so we don't record that anywhere. Production is piece rate: how many pieces or units did he actually produce? Office use is the bookkeeper's column for calculating his earnings on that particular task. You can put a trainee down as many times as you need to. If he does five tasks a day you can list him five times a day, but you will only fill in the total hours one time for the trainee. On the back of this form is a place for incident reports - who is involved, how it happened, what, where, when and why. This allows the most important person in the shop to communicate to everyone what is happening. If someone has a seizure, or gets in a fight, this gets written up. Then the records clerk will type it on a little self-adhesive label and put it into the file. This takes up much less room than using a new sheet each time, and we have a running record of all incidents reported from the floor. These are circulated before they are filed to people who need to know about it. If it is a seizure, it goes to the nurse. If it is some behavioral problem or some family problem, it goes to the social worker. There is a place for summary reports that we need for cost analysis. This enables us to charge the customer what it really costs us to do a job, but whether we charge him or not, at least we know what it cost us. Finally, there is a summary for what the trainees did and a place for a scrappage report.

When someone makes an incident report, his name is typed on the report and, if it is unusual or particularly serious, we will have him initial it to make

sure we have it right, but anyone else who reads it intials it as well, so we know who has seen it. When we have a PERC meeting our staff can go to the client's folder and read everything that is in the incident report that he or any other staff member has written for the past two years. Thus, you get the full pattern. You don't forget things that happened six months ago, and you can see progress or regress, as the case may be. If the client does something good, you report it, and if he does something to blow it you record it as well. It is not a problem report; it is an incident report. It is significant information and observations about this trainee that you want to get in his record, whether good or bad.

All the trainees in a group will be on one report, although if you need to, if they do several jobs, for instance, you can use as many lines as you need per client.

Some clients receive earnings for therapy sessions,depending on how persuasive the therapist is. We did encounter a problem with that type situation, where we were not paying on a straight time basis while a trainee was going to speech therapy or academic instruction, etc. They never wanted to go, because they received no earnings for their time. After a certain point, you almost have to pay clients if you want them to participate enthusiastically in the training. In the new training structure no one will be working the first hour and a half, and everyone will stay over to 4:30 if they need for as much earning time as they have now. I think this will solve part of the problem. The whole group is doing it, for one thing. If you pull one person out, while the others are still there working, that is another story.

This Workshop Trainee Evaluation sheet we got from the Illinois Division of Mental Retardation and adapted it to meet the shop's needs. It doesn't work out well, for a number of reasons; it is a lot of work, and because we have a

pretty low pay scale for training supervisors, we have a number of people who can't cope with the level of evaluations, so it is in the process of being revised. Here are the instruction sheets that go with it. The wage sheet that we keep every two weeks for each trainee goes in his folder. A cover sheet covers those and the two week total is posted on separate lines for the whole year.

The Department of Labor requires we keep those earning records for three to five years. This sheet is a year's summary of the trainee's earnings and a line for the quarterly wage analysis, so you can see how this keys to the other forms. This is the basis on which we file for our certificates every year.

The Progress Accessment Chart by Gunsburg was a basis we've used for diagnosing learning needs; it is not a perfect instrument, but it is a useful one.

I have what we call a Volunteer Progress Report for every volunteer that comes into the shop. It gets his name, the program he is in, the trainees involved, the data plus any progress, problems and plans he can report. It is a brief, narrative report to me so that I know what is happening. If there are problems or questions we try to get back to them before they come the next time. You have to keep volunteers satisfied to keep them coming and doing productive work. They will work great if they feel like they are contributing, but if they just fill this out and no one ever responds to them, you will soon lose them. They need to know that they are taken seriously.

We perform about thirty different operations in the shop: collating, stuffing, assembling, mailing, packaging, shipping. Whatever the main function of the job is, that is the function code that goes in. We are hoping to come up with a profit/loss sheet per customer, a profit/loss sheet per job, and a profit/loss

sheet per kind of job that we do. The computer is going to do this for us. We have a very interesting contract with a procurement man. We came up with a contract procurement patrol sheet that will communicate with us, so he can write down the information we need to know to do a job.

Not everyone has to relate to all of these things, as there will be different people doing different things. I understand that all this information is a little overwhelming, but if you remember that not everyone does all of these but that everyone who needs to know has a chance to be informed, then you can see the complex system.

You have to have a communication network, and until we find a better way to do it, the network is made out of paper.

How many of you are aware of the facility survey which has been done by the Department of Labor in the last two months? This is the most thorough and comprehensive survey I have seen. It took us six weeks to do it. The reason it took so long is that we don't keep out data in the categories they asked for. Some of these forms are designed to help us generate the data in the categories that all of the systems we have to relate to ask for. Some people want to know about work activity centers, other people call it something different.

The Department of Labor has five basic categories. DRD has overlapping but not equal categories. The Division of Mental Retardation has twenty-seven categories. It becomes almost impossible to keep up with it unless you take a systems approach and find out what the other systems are doing.

Our shop has from 24 to 28 funding sources, most of which require annual reports. There are at least five different fiscal years represented by our funding sources, so we have to keep fiscal data according to each fiscal year of the people who give us money.

We have started doing a cost-analysis on everything we do. We want to know what it costs us to do work evaluation. We keep every bit of time anyone in the organization puts in on custodial care: director, social workers, speech therapist - anyone that gets involved at all. We try to get a percentage of their time and allocate it.

I keep a matrix sheet, so I don't have somebody spending 120 per cent of his time on BR programs. When we come to the total cost to provide this program for a year, we divide that by weeks so we know what it costs us to do a program for a week. We divide that by the average number of trainees expected to be in that program every week, and that's the cost we want BR to reimburse us for that program.

I have all but one or two programs done now, and we are trying to get them all put into the program book so that all of this data will be there for BR to examine. It is an enormous amount of work, but it generates a lot of information. Once the computer gets going, we will be able to plug into that information better.

You can write a program for anything and a lot of times if you don't write a program so as to communicate with everybody, you won't accomplish what you want. You may know what you are doing, but if Harry or Larry don't know, they might do something inconsistant with what you are after. This is why we have staff training at least once a week and occasionally shut the shop down for all day or all week staff training.

If you have a team, you must spend a lot of time communicating and learning what each other is doing. A lot of people, for example, do not know what a speech therapist does. When we get our team system working right, we will free up time for people to spend a day with the speech therapist or a day with the director.

Now, to explain our manual, we have each of those 120 PAC items on a separate card. On that card, we have listed the name of every trainee who is ready to start working on that skill now, and there are radii around the assessment charts. No one's name appears more than once in any radius. When he masters that one, his name goes on to the next chart. We have three selective groupings of people for these different training programs and we move them out to the outer edge of the PAC, or at least as far as we can. The programs permit recycling people. They don't go ahead until they master something.

One of the things we try to do is create a climate where if someone doesn't understand something, he can go to whomever is involved for an explanation. He can do that with me, too. I've got opinions on everything, but I don't have answers on everything. Everyone is welcome to question any decision or procedure. If you make your case, we will change it. I am open to changes, so at least we will talk about it. I will learn from it, and you will learn from it; and you will go away knowing better why we do it this way, and I will know better the problems that it creates out on the floor.

I think the behavior mod people are pretty bright when they say that behavior changes in response to the environment. As the administrator, I've learned that the quickest way to change the environment is to install a mandatory form to which everyone must relate. You design a form that requires a certain behavior. Once the behavior is mastered, you can throw the form away. It is amazing how quickly you can change behavior just by installing a simple form that is specific and to the point and that takes out of the procedure a lot of writing and trouble that usually go into making up the report. A check list of some kind is a lot faster and helps you to succeed a lot better.

The Zargonic effect refers to compulsion for closures. A person with a high Zargonic has a high compulsion to finish a task. You can check a person's

Zargonic level by starting him on a task and then interrupting him and giving him something else to do. When that's finished, if he has a high Zargonic, he will go back and finish the first task. He just can't leave things undone. If he has a low Zargonic, he'll wander off without doing it. People talk a lot about Management By Objectives, but one thing researchers have learned is that you cannot have a Management-By-Objective system unless you have people with high Zargonics to man it, because Management By Objectives says, "here's the task," and you must have people who won't quit until that job is done.

People with low Zargonic can work in the system provided they are supervised by the people with high Zargonic.

I have instructed our program coordinator to send no more reports that do not name a case manager for each client. We have just written a short document which spells out just what a case manager is expected to do. The information for this comes in part from the Standards Manual of the Crediting Commission for Mental Retardation Programs, which has a whole section on case management. Part of it comes from our own systems and team approach: a case manager becomes a kind of captain of the team for the client, so that rather than using a usual organizational structure to make things happen for a trainee, the case manager calls the shots. Even though he may be a job trainer or a janitor or maintenance man or secretary, for that case he is the team captain, so he is given authority to read the records, follow through, request reports, talk with people, establish liaisons with family and do whatever else he needs to do.

We have enough staff people that no one has to be a case manager for more than five or six people. That's manageable. If you have to be a case manager for everybody in your group, which is what some facilities have done, it's just not manageable. You can't be a case manager for twenty people. You don't have

the time or energy.

A lot of these forms are going to have another slot called Case Manager put on. He will see every incident report and every document that pertains to his assigned people. He will monitor the flow of information about that client all of the time.

During the last year, we have kept a profit and loss sheet on all contract work. This profit and loss sheet puts down the number of hours - direct hours of labor by trainees, supervisor's hours, direct labor cost, supervision cost, so we don't charge off to a customer the time the supervisor spends doing therapy. We write down the billings, and invoices against that company and the contract income. Illinois Molin was one job that was pretty much of a loss, and which we don't do any more. Three years ago, we did $35,000 worth of business from them. Last year, we did $10,000 and this year we won't do any, because it was costing us and we were subsidizing that private company. We also compute average earnings per hours for every contract; what the trainees earn on this job as compared to other jobs in the shop. Jobs that are averaging thirty cents we try to get rid of and jobs that are averaging $1.30 we try to hang on to. This is contract work. What about voc/rehab programs? Last year our facility got $23,000 for vocational rehabilitation and it cost us $85,000 in earning it, so on the profit and loss sheet, with voc/rehab it looks pretty bad. But we are doing the same kind of thing for voc/rehab. We are breaking down exactly what goes into providing service - equipment, material, overhead, heat, space, time and coming up with what it really costs to do the job. When they visit us later this year, we will tell them we can't afford to do business with them.

Elkhart has a psychiatric center in Oaklawn. Every professional on the staff is responsible to generate thirty billable hours of service a week. That

means exactly what it sounds like. They have job slips and when they serve someone or with someone, they document who it is, what they did, how much time they put in. A fee is established which they send to the computer, which types out a bill for them. They are responsible for the thirty hours of billable service every week. I think we are going to do this at the shop in time. Whether we bill anybody or not, we are going to establish some kind of a standard, so that we can begin saying to BR or anybody else, "this is how much service we actually performed; this is the overhead that is legitimate to perform that; and here is what should be paid for. It will be based on real numbers, not some guess or estimate.

Do you know the annual cost of your program? It includes the percentage of my time, the executive director's time, plus a small percentage for materials - training materials, not service materials. It is a system which all of us are going to have to do eventually. You must be this sophisticated in your accounting system if you are going to get paid at all. We can't just say "we mean well and are doing our best and would like to have $150,000."

As soon as I find that a form or procedure does not contribute anything to the cause, I scrap it. I don't believe in doing work for the sake of doing work, and I don't believe in busy work. Life is too short and there is too much to do to practice that sort of thing.

I appreciate your attention.